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ABSTRACT

Intended to help beginning vocational teachers make a smooth transition into the field of teaching, this document contains five guides that give a complete set of instructions for implementing, operating, and evaluating a comprehensive Professional Development Program for Beginning Vocational Teachers. The guides follow an introduction and executive summary. The Local Professional Development Coordinator Guide contains, among other things, sections on the qualifications and role of the local professional development coordinator. Among the sections in the Administrator Guide are discussions of the collaborative approach and the administrator's role in the program. Among the sections in the Mentor Guide are the following: the qualifications and characteristics of mentor teachers, the role and responsibility of mentor teachers, mentor training, an application for mentorship, and eight appendices. The guide called the Beginning Vocational Teacher Handbook is designed to be individualized and maintained by each beginning teacher. It contains information on or directions relating to the following areas: working with advisory committees; the business community; calendars, schedules, and due dates; and suggestions for success. The guide called Suggested Resources for the Professional Development Center contains annotations concerning resources on these topics: the vocational service areas, at-risk students, careers, communication, general information, student intervention, teacher education, teaching, technology education, and vocational education. (CML)

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PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: IMPLEMENTATION SYSTEM

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PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: IMPLEMENTATION SYSTEM

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Prepared Pursuant to a Contract With the
National Center for Research in Vocational Education,
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Division of Vocational & Technical Education
Virginia Polytechnic Institute and State University
September 30, 1992

EXECUTIVE SUMMARY

As teacher shortages develop during the 1990s and as demands for reform and improvement in education continue, there is a need to find a productive and effective way to assist the beginning vocational teacher in making a smooth transition into the profession. The program discussed in this set of materials has a thorough research base and should fit the needs of beginning vocational teachers. The five guides included, provide a complete set of instructions for implementing, operating, and evaluating the comprehensive Professional Development Program for Beginning Vocational Teachers.

The overall goal of the program outlined in this set of guides is to provide a flexible and adaptable mechanism for beginning vocational teachers to make a smooth transition into the field of teaching. The model induction assistance program described consists of eleven major components:

- systematic administrative support,
- a detailed orientation structured around a specific set of topics,
- a research-based beginning teacher handbook,
- a structured mentoring program,
- a peer support group,
- an on-going series of inservice workshops,
- coaching in reflection,
- certification courses for teachers with provisional or emergency certification,
- a professional development plan individualized to the beginning teacher,
- a Professional Development Center, and
- a Local Professional Development Coordinator.

The Professional Development Program is designed to be implemented as a complete system; however, individual components could be implemented separately. The program can be operated by an individual school system or by a consortium of school systems. The field test of the model program involved five school divisions operating as a consortium. The program is designed to be a collaborative effort, involving the local education agency, the state department of education, professional teacher organizations, and teacher education institutions.

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We would like to express our gratitude to the many individuals who made possible the collection of the data for the research and the field test of the Professional Development Program for Beginning Vocational Teachers.

First our thanks goes to the following project personnel who assisted us at different points over the life of the project: Judy Barber; Carol Camke; Lynn Kazamekus; Holly Weidelich; Allen Talbert; Elaine Adams; M. J. Eagle; Lara Dix; Ajay Khemlani; and Lynn Barrier, our Local Professional Development Coordinator for the field test of the program. Also, thanks to our support staff Beverly Parkins and Ginger Whitlock.

Next, we thank those who helped us arrange for the collection of data in several states. These individuals consist of state directors who provided us with names of beginning teachers; local supervisors in Virginia, North Carolina, and West Virginia; Dr. Richard Makin in Oklahoma; Dr. Wally Holmes and Ms. Carolyn Robinson in Florida; and Drs. Joseph Cvancara and Marvin Kleene in Washington state. With respect to data collection efforts, we would like to express our appreciation to the many teachers from Florida, West Virginia, Virginia, North Carolina, Oklahoma, Washington, Oregon, and Idaho who participated in our qualitative research, as well as to the hundreds of teachers from throughout the United States who responded to the national survey.

We would also like to thank Garland Kidd, Vocational Director, and Dr. Bayes E. Wilson, Superintendent of Roanoke County Public Schools, for their support and for hosting the field test of the Professional Development Program. And finally, we would like to thank the beginning vocational teachers, mentors, and administrators from Roanoke County, Roanoke City, Buena Vista, Giles County, Lynchburg City, and Montgomery County Virginia who participated in the field test of the Professional Development Program,

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INTRODUCTION

The set of materials contained within this package consists of five individual, related documents:

1. Camp, W. G., Heath-Camp, B., & Adams, E. (1992). *Professional development of beginning vocational teachers: Local professional development coordinator guide*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.
2. Camp, W. G., Heath-Camp, B., & Adams, E. (1992). *Professional development of beginning vocational teachers: Administrator guide*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.
3. Heath-Camp, B., Camp, W. G., & Adams, E. (1992). *Professional development of beginning vocational teachers: Mentor guide*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.
4. Heath-Camp, B., Camp, W. G., & Adams, E. (1992). *Professional development of beginning vocational teachers: Beginning vocational teacher handbook*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.
5. Camp, W. G., Heath-Camp, B., & Adams, E. (1992). *Professional development of beginning vocational teachers: Suggested resources for the professional development center*. Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

The five documents are designed to be separated, duplicated locally, and distributed to the participants in the Professional Development Program: school administrators, the Local Professional Development Coordinator, mentor teachers, and beginning vocational teachers. The materials are published in loose-leaf format and are three-hole punched so they can be placed in notebooks, modified to meet local needs, and used as operational manuals or guides for participants. In particular, the guide provided for beginning teachers is designed to be used with a set of lettered tab dividers in a three-ring binder.

The overall guide to the Professional Development Program is not included in this package. Rather it is available as a separate document entitled *Professional Development of Beginning Vocational Teachers: An Introduction to the Professional Development Program for Beginning Vocational Teachers*. With that document to provide an overview of the program and this set of materials, local school systems, teacher education institutions, and state departments of education have all the information and materials needed to set up a comprehensive induction assistance and professional development program.

SECTION I

PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: LOCAL PROFESSIONAL DEVELOPMENT COORDINATOR GUIDE

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Virginia Polytechnic Institute and State University
September 30, 1992

EXECUTIVE SUMMARY

The Local Professional Development Coordinator (LPDC) is the key to a successful Professional Development Program. It is this person who organizes, manages, and operates the program.

As one part of the six-document Professional Development of Beginning Vocational Teachers series, this guide provides a detailed overview of the program from the perspective of the LPDC. More importantly, it provides detailed instructions to the LPDC on his or her role in the program. This guide should be used in conjunction with the overall program guide (*Professional Development Of Beginning Vocational Teachers: Beginning Vocational Teacher Professional Development Program Guide*), also published by the National Center for Research in Vocational Education, University of California at Berkeley.

The LPDC should be a master teacher with current teaching experience in vocational education who comes from within the school system or systems within which the program is being implemented. He or she must be ready to assume a leadership role in planning and operating a program to (1) assist beginning vocational teachers im making the transition into teaching and (2) assist all vocational teachers in continuing their professional development and technical competence. The LPDC performs the following tasks: establishes and manages a Professional Development Center; coordinates new teacher orientation programs; helps to select, train, and supervise mentors; coordinate a structured mentoring program; helps compile a beginning vocational teacher handbook; organizes and coordinates a beginning teacher peer support group; ensures that school administrators understand the kinds of support they need to provide to beginning vocational teachers; coordinates support from appropriate teacher education institutions; coordinates an ongoing series of inservice workshops based on a needs assessment of the teachers; coordinates certification or licensure courses needed by vocational teachers in the system; works directly with beginning vocational teachers, providing guidance, support, feedback, and coaching in reflective practice; and assists beginning teachers in developing realistic professional development plans.

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INTRODUCTION

The Local Professional Development Coordinator (LPDC) is the key to the success of the local professional development program for vocational teachers. This individual is responsible for the implementation and supervision of all the components of the Professional Development Program. For an overview of the Professional Development Program, please refer to the guide entitled *Professional Development of Beginning Vocational Teachers: An Introduction to the Professional Development Program for Beginning Vocational Teachers*. The LPDC is housed in the Professional Development Center (PDC) and is assigned to the operation of the Center and the program. Further discussion of the responsibilities of the LPDC will take place later in this guide.

Other guides which are a part of the implementation system and which are necessary for the operation of this program are

- *Professional Development of Beginning Vocational Teachers: Administrator Guide*,
- *Professional Development of Beginning Vocational Teachers: Mentor Guide*,
- *Professional Development of Beginning Vocational Teachers: Beginning Vocational Teacher Handbook*, and
- *Professional Development of Beginning Vocational Teachers: Suggested Resources for the Professional Development Center.*

It is critical that the LPDC read and study these additional guides since she or he will be managing the Professional Development Program. The research base for this program can be found in two monographs:

- *On Becoming a Teacher: An Examination of the Induction of Beginning Vocational Teachers in American Public Schools* (Heath-Camp, Camp, Adams, Talbert, & Barber, 1992).

- *On Becoming a Beacher: Vocational Education and the Induction Process* (Camp & Heath, 1988).

It is recommended that the LPDC read these documents in order to provide him/herself with a brief literature review and research findings that led to this professional development program.

GOALS AND OBJECTIVES OF THE PROFESSIONAL DEVELOPMENT PROGRAM

It is the overall goal of this Professional Development Program to provide a mechanism for beginning vocational teachers to make a smooth transition into the field of teaching. More specifically, the objectives of this program are to

1. provide support services to the beginning vocational teachers through a Professional Development Center, a coordinator who can assist in developing professional competencies, mentors, and meaningful feedback from a number of identified sources such as principals, local vocational directors, personnel directors, and others as appropriates;
2. assist beginning teachers in becoming oriented to their schools and school systems, operations and procedures, communities, and the field of teaching;
3. provide resources such as teacher handbooks, teaching materials, mentors, and curriculum materials to beginning teachers;
4. provide an environment for interaction with other new teachers and other teachers in general;
5. provide a series of inservice training on topics needed by the beginning teacher;
6. assist uncertified teachers in becoming certified;
7. provide the skills and opportunities for beginning teachers to reflect on their teaching and responsibilities thus, improving the quality of instruction;
8. assist beginning teachers in establishing their own goals and objectives; and

9. retain promising teachers in the field of teaching.

DEFINITION OF TERMS FOR THE PROFESSIONAL DEVELOPMENT PROGRAM

- **Alternative Certification** - Certification based on criteria other than a teacher-education degree in a subject or degree with a teacher-education component. Examples of criteria may be occupational experience in the technical area taught and/or a bachelor's degree in the technical area.

- **Beginning Vocational Teacher Handbook** - A concise handbook that contains routine information and information that assist a beginning vocational teacher in becoming inducted into the teaching role. The handbook is designed so that it can be individualized to the beginning teacher's local school system.

- **Beginning Vocational Teacher** - An individual who is teaching a vocational subject(s) for the first time.

- **Certification** - A license to teach. Certification may be awarded on a temporary basis or as a permanent license. Certification requirements vary from state to state and can vary within a state.

- **Induction** - "Includes all of the steps involved in socializing the teacher into the profession. The process begins when the teacher signs the work contract and ends sometime in the future when the teacher becomes established in the profession" (Heath-Camp, Camp, Adams, Talbert, & Barber, 1992, pp. 10-11). The length of the induction time period is different for each beginning teacher (Camp & Heath, 1988).

- **Licensure** - Authority to teach in the public schools within a state. Licensure is equivalent to certification.

- **Local Professional Development Coordinator (LPDC)** - An experienced vocational faculty member who is or who recently has been an accomplished teacher and is implementing the Professional Development Program for Vocational Teachers.

- **Mentor** - An experienced, competent, veteran teacher who supports, coaches, nurtures, and guides an inexperienced teacher in becoming a professional teacher. This person should be trained in the art of mentoring.

- **Peer Support Group** - A group of beginning teachers who have the opportunity to interact within a group setting and provide each other with support.

- **Professional Development Center (PDC)** - A service agency physically located within and administered by a local education agency (LEA) or consortium of LEAs. The purpose of the PDC is to provide support to beginning and other vocational teachers. The PDC is managed by the LPDC.

- **Professional Development Course** - A teacher-education course that is designed around the needs of the participants in the course and based on the research reported in On Becoming a Teacher: An Examination of the Induction of Beginning Vocational Teachers in American Public Schools (Heath-Camp, Camp, Adams, Talbert, & Barber, 1992).

- **Professional Development Plan** - A plan of activities designed to assist the beginning teacher in developing into a competent, knowledgeable teacher.

- **Protégé** - One whose welfare, training, or career is promoted by an influential person. In this program, the beginning vocational teacher who is being mentored by a more experienced, competent teacher is the protégé.

- **Reflective Practice** - An opportunity for a teacher to analyze the planning and delivery of previous lessons and use the results to improve future teaching. In addition, the use of questions and other activities which cause a teacher to "reflect" on his or her actions in the role of a teacher both in and out of the classroom.

COMPONENTS OF THE PROFESSIONAL DEVELOPMENT PROGRAM

The model itself consists of the following eleven components which a Local Professional Development Coordinator (LPDC) will have the responsibility to implement and supervise. Each component will be discussed later with respect to the role of the Professional Development Coordinator in conducting the Professional Development Program.

1. Professional Development Center (PDC)
2. Local Professional Development Coordinator (LPDC)
3. Detailed orientation
4. Structured Mentoring program
5. Beginning Vocational Teacher Handbook
6. Beginning teacher peer support group
7. Systematic administrator support
8. Series of ongoing inservice training workshops
9. Certification courses
10. Coaching in reflective practices
11. Professional development plan

QUALIFICATIONS OF A LOCAL PROFESSIONAL DEVELOPMENT COORDINATOR

This program is a very comprehensive, time-consuming program that calls for initiative and dedication on the part of the Local Professional Development Coordinator. The Local Professional Development Coordinator (LPDC) should have the following qualifications: He or she should

1. be a master teacher with current experience who comes from within the school system or systems within which the program is being implemented;
2. have several years of experience in teaching and other activities related to teaching--activities such as advising a vocational student organization, involvement in professional organizations, committee work within the local

school system, mentoring or being a buddy teacher and a cooperating teacher for student teachers, and other leadership roles;

3. have a master's degree or higher in education or a field related to education;

4. have strong human relations skills in working with teachers and administrators;

5. have an interest in assuming an exceptional leadership responsibility for a short period of time, three to five years;

6. attend a series of inservice training activities conducted by a cooperating teacher-education agency or other qualified personnel on mentoring, organizing and managing an induction assistance program; observing beginning teachers; managing a Professional Development Center; obtaining resources (human and materials); working with principals and administrators; organizing and managing inservice programs; and the like; and

7. be willing to devote the necessary time to the Professional Development Program, to read and study the guides for implementing the program, and to implement the program to meet the needs of the local vocational teachers.

ROLE OF THE LOCAL PROFESSIONAL DEVELOPMENT COORDINATOR

The Professional Development Coordinator's responsibilities will be discussed in relation to each of the components of the Professional Development Program.

Professional Development Center

The LPDC establishes and manages a Professional Development Center (PDC). The purpose of the PDC is to house materials that will be of assistance to both beginning and experienced vocational teachers. Vocational teachers of any level of experience may come to the LPDC and PDC for assistance. The PDC serves as the office of the LPDC. The PDC should be scheduled to operate during hours that teachers may come to work or for help. Assistance from the LPDC will usually be on an appointment basis; however, teachers may come to the PDC to use materials on their own.

The LPDC is responsible for ordering and keeping materials for the PDC up-to-date. Materials that can be found in the PDC may include such things as books on teaching, curriculum, lesson planning, and classroom management; filmstrips; video and audio tapes; lesson plans for workshops; curriculum for all vocational subject areas; and resources on time and stress management. A suggested list of materials can be found in a guide entitled *Professional Development of Beginning Vocational Teachers: Suggested Resources for the Professional Development Center* (Camp, Heath-Camp, & Adams, 1992).

The services of the PDC must be made known to all vocational teachers. Information on the materials and resources that are available in the PDC should be sent to the vocational teachers who should be kept informed of updated materials. A list of services available through the PDC as well as the list of materials and resources and the hours of operation should be distributed. Evaluation of the effectiveness of the center and an assessment of how the center can be improved should be a continuous process.

Steps for managing a Professional Development Center include the following:

1. Set up the PDC.

2. Order and maintain a variety of assistance materials for all vocational teachers.

3. Provide assistance to all vocational teachers in the system(s).

4. Provide regular hours for the PDC.

5. Provide workshops as needed.

6. Provide a published list of materials in the PDC to the schools and beginning teachers (see *Professional Development of Beginning Vocational Teachers: Suggested Resources for the Professional Development Center* (Camp, Heath-Camp, & Adams, 1992).

7. Publicize the services of the PDC and the hours of operation.

8. Evaluate the services of the PDC.

Detailed Orientation

It is the responsibility of the LPDC to provide a detailed orientation for beginning vocational teachers and vocational teachers who are new to the system. This program provides a beginning teacher handbook (see the section on the *Beginning Vocational Teacher Handbook* in this guide and the *Professional Development of Beginning Vocational Teachers: A Beginning Vocational Teacher Handbook*). In addition, orientation workshops should be held to cover the material. The first session should be a general orientation to the school, school system, and community. The rest of the information should not be presented in large doses but in short-topic, focused sessions over a period of time.

Providing "information overload" is one of the mistakes school system personnel often make with new teachers. A suggested list of orientation workshop topics is provided in Appendix B. A list of suggested inservice topics that should be covered later can be found in Appendix E. The sequence of the orientation topics should follow the needs of the environment in which the teacher works. Steps for providing an orientation to new vocational teachers include the following:

1. Set up a series of orientation sessions for new teachers based on their needs.

2. Coordinate the orientation activities with the school system's staff development personnel, if available.

3. Use the *Beginning Vocational Teacher Handbook* as a guide.

4. Collect information needed to be inserted in the *Beginning Teacher Handbook*.

5. Develop or use the existing sequence of orientation workshops.

6. Provide short orientation workshops for new teachers.

7. Evaluate the effectiveness of the orientation program. Revise as needed.

The Mentor Program

With the assistance of the administration, the LPDC selects potential mentor teachers. He or she then trains, assists, and monitors their activities. Mentoring is more than just assigning an experienced teacher to a beginning teacher. Mentoring should be a nurturing process in which a more skilled and more experienced person serves as a role model, coaches, fosters, advises, and often becomes friends with another person who has less experience or skill. The purpose of mentoring is to promote the professional development of the protégé.

The selection of a mentor for a beginning teacher takes careful thought and an effort to "match" the teachers' subject areas and personalities. In cases where there is just one teacher in a vocational subject, it may become necessary to have more than one teacher share the responsibility of helping the novice. A teacher from a nearby school in the new teacher's subject may be of great value when assistance is needed with curriculum, student organization activities, and working with the community.

However, the new teacher needs someone close at hand to assist with the daily activities of being a teacher and with classroom activities. Therefore, a new teacher's primary mentor should be in the same school and should be accessible to the new teacher. The most desirable situation is to have an experienced vocational teacher who is in the same subject in the school where the new teacher is located and who is qualified and willing to be a mentor. Selecting a mentor who is teaching in another school should be the last resort. There is usually a conflict in scheduling observation times, and it is difficult for the mentor to be in the same location when needed by the protégé. A mentor from any source must be available to the protégé on a regular basis.

Selecting a recently retired teacher in the subject area is another potential resource that can be tapped. This teacher can be an asset to a beginning teacher during the induction process.

Once the LPDC has the mentors for the beginning teachers, the mentors must be trained (for a detailed list of the responsibilities of a mentor, see Appendix D in this guide and the *Professional Development of Beginning Vocational Teachers: Mentor Guide*). The mentor must be skilled in developing a mentor/protégé relationship which is beneficial to the new teacher. Mentors must be trained in the skill of observing and providing constructive feedback to the new teacher. The mentors involved in the field test of these materials especially identified the need for inservice training on communication skills, ways to give constructive criticism, and counseling techniques to be used with protégés. The mentor must also develop a regular schedule for observing, providing feedback, and assisting the beginning teachers as well as be available on an "as needed basis" (see the LPDC's schedule of activities in Appendix A). Workshop topics for training mentors are provided in Appendix D. It is recommended that mentors read Odell's (1990) monograph entitled *Mentor Teacher Programs*.

A mentor should have released time to observe and spend with the new teacher. Depending on the amount of released time, a salary supplement may be appropriate since most mentors will need to spend extra time after school with the new teacher or use their in-school planning time for observations.

The LPDC should arrange a regular meeting time with the mentors to discuss procedures and problems. He or she should also observe the mentor carrying out his or her mentoring activities. An evaluation of the program should be an ongoing process.

Responsibilities of the LPDC for structuring the mentoring program include the following:

1. Identify potential mentors.
2. Prepare a cadre of mentors from which to select each year (see Appendix D for topics).
3. Select and match mentors as closely as possible to protégé.
4. Monitor the mentor/protégé relationships.
5. Meet with the mentors and new teachers.
6. Provide information/resources to the mentors when needed.
7. Arrange for released time and salary supplements for the mentors.
8. Hold regular meetings with mentors to evaluate the program.

Beginning Vocational Teacher Handbook

The *Professional Development of Beginning Vocational Teachers: A Beginning Vocational Teacher Handbook* is a guide for new teachers to become oriented to their school systems and communities and provides additional information on various aspects of a vocational teacher's roles with vocational student organizations, advisory committees, and state department forms. Of course not all information proposed as part of this handbook can be provided initially as part of this program package. School systems vary as to the information that should be provided to the new teacher. The handbook that is provided in this program is a guide for the LPDC as to what should be obtained either for the new teacher or by the new teacher. For example, in the section which addresses purchasing procedures, the LPDC should obtain the information from the local school system in which the new teacher will be working.

Most of the information that goes into the handbook is to be completed by the LPDC prior to the new teacher receiving it. There should be a systematic organized way to distribute additional materials to the new teachers throughout the year. This would assure that the materials are received and placed in each teacher's handbook.

A new teacher does not need the added burden of trying to locate information for the handbook when it can be done more efficiently by the LPDC.

The generic information in the handbook should be reviewed, revised, and updated at least each year, if not more often. Information that is unique to each school system should be placed in the handbook at the beginning of the school year and kept up-to-date. The LPDC and the mentor should periodically check with the new teacher to see that he or she is able to find, complete, and understand the material. Also, as previously explained, workshops to cover the material should be held.

The parts of the handbook that will be completed by the new teacher should be the ones that cannot be completed by the LPDC, and completing the handbook should serve as a learning experience for the new teacher. For example, the checklist on "people to meet" will be checked off by the teacher, but the list will be provided by the LPDC.

The role of the LPDC is to

1. complete the *Beginning Vocational Teacher Handbook* with the information appropriate for the school system,

2. follow-up with the new teacher and mentor to see that the new teacher is able to complete all parts of the handbook,

3. provide workshops on sections of the handbook as needed, and

4. evaluate and revise the handbook as needed.

Beginning Teacher Peer Support Group

Teachers find that an opportunity to exchange ideas or just discuss their roles as teachers provides a rewarding and useful experience. A list of all new teachers in the system(s) with phone numbers should be distributed to each new teacher. A beginning teacher peer support group should be formed. This group will consist of beginning teachers meeting on a regular basis without the attendance of administrators or personnel (including mentors or the LPDC) who are involved in the Professional Development Program.

The LPDC will schedule and find locations for regular meetings (see suggested LPDC's schedule in Appendix A). As with all meetings, they should be scheduled at the convenience of the beginning teachers and probably should not begin until the teachers have settled in for the school year. A different chairperson should be selected from the new teachers for each session. Rotating the chairperson for the group will ensure that no one teacher establishes power over the others. Topics for discussion should be solicited by the LPDC and mentors from the new teachers between sessions. The chairperson should be provided with a list of topics when he or she goes into the session with the understanding that the list serves only as a guide and that the new teachers should be allowed to take a "current issue" direction. There is a suggested list of topics provided in the *Beginning Vocational Teacher Handbook*. The beginning teacher peer support group may wish to meet with experienced teachers periodically. This decision should be made within the peer group.

As with all components of the program, follow-up of the benefits of these sessions should occur. The sessions should be designed to be beneficial and convenient to the beginning teachers. If the LPDC finds that several members of this group fail to participate, there may not be a need for the group to meet. Make sure that the lack of interest is not due to lack of organization, inappropriate meeting times or locations, or unproductive meetings.

The steps for providing a peer support group should be the following:

1. Compile a list of beginning vocational teachers and distribute the list to the beginning teachers.
2. Form a beginning teacher peer support group.
3. Schedule meetings with locations.
4. Solicit topics from new teachers.
5. Have the group or LPDC select a chairperson for each session.
6. Provide topics to the chairperson.
7. Evaluate the benefits of the peer group sessions.

Systematic Administrator Support

Administrators should take a nurturing and supportive role with both the mentors and the beginning teachers. As one administrator in the field test put it, "I am the cheerleader." They should do what they can to create conditions where the mentors can fulfill their roles and the new teachers can succeed. Without the active support of the local administrators, the induction assistance program cannot succeed.

The LPDC should conduct workshops for the administrators early in the program to gain their support. The initial workshop should provide information on the purposes and procedures of the Professional Development Program including a summary of the results of the research that has been conducted (see Appendix C for suggested topics). The guides which are used in the program should be shared with the administrators at that time. Administrators are to be provided with ways they can be of assistance to the beginning teachers in subsequent sessions.

The administrators, LPDC, and mentors should meet prior to the beginning of the academic year so that all will have the same expectations for the outcomes of the program. They should also have an understanding of the time and effort that is needed on the part of mentors and the support that is needed by both mentors and beginning teachers.

Periodic meetings should take place throughout the year with principals and administrators who have direct responsibility for the success of the vocational teachers. Administrators should be consulted by the LPDC when the selection of mentors is made.

Responsibilities of the LPDC with regard to the administration include the following:

1. Identify administrators who will be involved in the Professional Development Program.
2. Hold an introductory session with the administrators.
3. Consult administrators in the selection of mentors.
4. Conduct sessions on how to work with beginning teachers and other vocational teachers who wish to use the PDC.
5. Meet with administrators on a regular basis to review the progress of the beginning teachers and other vocational teachers who are involved in the program.
6. Meet with administrators to evaluate the Professional Development Program.

University Support

This section is not identified as a component of the program, but it is an important responsibility of the LPDC. The LPDC acts as a liaison between the local school system and the cooperating university and also possibly as an adjunct faculty member. As a part of the university affiliation, the LPDC organizes college-credit courses and noncredit workshops offered through the college for teachers within the system or consortium.

It is not expected that the LPDC will necessarily teach these courses, although that may be the case. Ordinarily, the LPDC would arrange for regular university faculty or other appropriate resource persons to teach the courses or workshops in their areas of expertise. Scheduling should be based on the actual needs of the local vocational teachers and schools. In addition, the university faculty can provide assistance in areas of specialty and resources that might not be available in the PDC.

Responsibilities of the LPDC regarding collaboration with the university include the following:

1. If initiating the program, contact university faculty to determine interest in collaboration.

2. Arrange for certification and recertification courses needed by the vocational teachers.

3. Arrange for noncredit workshops for the teachers.

4. Arrange for university faculty to observe and provide feedback periodically to teachers.

5. Meet on a regular basis with university faculty to evaluate and improve the Professional Development Program and to identify further research that would provide additional knowledge for the teachers.

Series of Ongoing Inservice Workshops

The research base for this program identified an extensive list of inservice training needs of beginning vocational teachers (see Appendix E). Further research needs to be conducted to identify the inservice training needs of the beginning vocational teachers who are currently in the Professional Development Program.

The priorities for any group of teachers should be set based on a needs assessment for that specific group of teachers. As an example, teacher-education-certified teachers will have some different inservice training needs than non-teacher-education-certified teachers. The LPDC should start with the list of training needs identified in the research and work with the beginning teachers to help them set their own priorities.

These inservice training workshops should be made available on an as-needed basis. They should be short in duration and offered throughout the year (see proposed schedule in Appendix A). For instance, as opposed to a single three-day inservice training in August, there might be as many as a dozen two-hour workshops scattered throughout the year. As in the case of the orientation, the research indicates that sensory overload often occurs when too much information is given to the beginning teacher too early in the first year (Heath-Camp, Camp, Adams, Talbert, & Barber, 1992).

The LPDC should work with the staff development personnel in their school system(s) and the local university personnel in order to obtain resources for the inservice training needs of the teachers. The mentors also can be an excellent source of expertise in a variety of areas.

The LPDC also should look to the professional organizations in the state for assistance in this area (see Appendix F). These organizations often hold summer conferences and other meetings throughout the year. The LPDC should work with these organizations to offer sessions that are consistently needed by all new teachers. In addition, other appropriate sessions might cover the types and benefits of professional organizations, leadership roles, procedures for joining, procedures for getting involved, technical updates, and resources as well as opportunities to meet and talk with other experienced teachers (see Appendix F for a list of professional organizations).

The LPDC responsibilities for providing a series of inservice workshops are as follows:

1. Identify appropriate inservice topics from the research base for this program.
2. Identify from the current group of beginning vocational teachers their inservice needs.
3. Set priorities with the current year's group of beginning vocational teachers.
4. Develop a schedule of workshops throughout the year based on priorities of the new teachers.
5. Identify inservice training needs of experienced vocational teachers.

6. Contact staff development personnel within the school system(s) and with the collaborating university and professional organizations to determine what workshops can be offered through each organization or institution.

7. Assess the expertise of the mentors as workshop leaders.

8. Evaluate the outcome of the inservice training throughout the year and at the end of the year. Revise as needed.

Certification Courses for Teachers without Teacher Education Backgrounds

There will be a mixture of certification patterns for new vocational teachers in each state. The LPDC must be knowledgeable of the certification requirements for each vocational teacher in each subject for his/her state/local school system.

Many teachers certified by virtue of technical degrees or vocational experience will be on temporary teaching certificates until they complete the courses they need to become certified. Some teachers, even those who come from approved university teacher-education programs, will need to obtain a designated number of credits within a specified timeframe to stay certified. It is the role of the LPDC to monitor each teacher and the requirements that enable the teachers to obtain or renew their certification. The LPDC should keep teachers up-to-date on what they need and how to meet their requirements. He or she will want to survey teachers to determine their certification and recertification needs. The LPDC also will want to solicit the assistance of the department chairs and supervisors in helping teachers to become and stay certified.

Since states vary with regard to activities that provide credit for recertification requirements, the LPDC should be knowledgeable of the activities that qualify. He or she should seek out courses, workshops, or other activities that meet certification requirements. The activities of this Professional Development Program may qualify for recertification points for teachers. The LPDC may need to arrange to have required courses offered through the collaborating university.

The LPDC will conduct the following activities to assist teachers in keeping their certification up-to-date:

1. Learn the state and local school system certification and recertification requirements for teachers of each subject taught in vocational education.

2. Maintain records on each vocational teacher and their certification needs and assist them in keeping their own records.

3. Keep up-to-date on what qualifies for credit toward recertification.

4. Provide information to teachers on certification and their needs.

5. Seek out or arrange for courses and other activities that will meet certification requirements for the current group of vocational teachers.

6. Arrange recertification credit for those who are involved in this Professional Development Program and the workshops.

Coaching in Reflection

During the research for this program, beginning teachers found that the opportunities they had to "reflect" on their teaching and other teacher behaviors and to think about what they could do to improve were very worthwhile activities. Once teachers move past the phase of just trying to survive, they become more concerned about the effectiveness of their teaching and eventually the impact they are having on their students. They begin to be concerned with what the students are really learning. This outcome prompted the inclusion of opportunities for the beginning teachers to "reflect" on their behaviors as teachers during this Professional Development Program.

The LPDC sets up opportunities for the beginning vocational teachers to engage in reflection. These opportunities should be provided for all teachers as a means of professional and personal improvement. Reflection and reflective practice are much broader concepts than merely thinking about teaching practice. However, at the beginning of a teacher's career, it may be that reflection about teaching strategies is as far as we can expect the novice to go. Some activities that allow teachers to reflect on their teaching strategies are as follows:

1. In a workshop setting, have teachers teach a short lesson on a concept to a small group of other teachers. After the lesson, have the members of the group hold a discussion of how they felt as students and what teachers could do to improve the lesson. Have teachers share their feelings in their roles as teachers and what they think they could have done differently.

2. The LPDC or mentors should video tape a real lesson the teacher is teaching to a class. Have the teachers view and critique the lesson in the privacy of his or her own home. This should be done several times throughout the year.

3. Have teachers keep a daily written or tape recorded log with questions that will require them to "think" about their lessons-what they wanted the students to learn, how they went about trying to teach it, how the class worked, and how they might do it differently in the future.

4. Have teachers tape record lessons periodically and listen to the tape, asking themselves such questions as

   Did I give the objectives?

   Were they clear?

   Was the lesson logical?

   Did I give everyone in class a chance to speak?

   Did I summarize?

(See Appendix G for suggestions for reflective questions and activities and Appendix I for observation forms for numbers 2, 3, and 4. Also, refer to the section entitled "Suggestions for Success" in the beginning teacher handbook for a reflective exercise.)

Professional Development Plan

It is very important for teachers to have plans of action for their professional careers-to meet their immediate needs and the future directions they wish to take. Success is dependent on being willing and prepared to take advantage of opportunities as they come along. The LPDC should assist teachers progressing in their careers as far and as rapidly as they can.

It is the role of both the LPDC and the mentor teachers to assist beginning teachers in identifying their strengths, deficiencies, and future aspirations and to help them develop plans to improve and reach their goals as competent educators. An outline for transcribing the professional development plan is provided in the *Beginning Teacher Handbook*. Areas in which planning may take place are

1. certification requirements and plans for meeting them;
2. strengths as a teacher and how to build on the strengths;
3. deficiencies as a teacher and how to correct them;
4. educational goals and how to attain them;
5. professional organization involvement; and
6. Short-term, intermediate, and long-term goals and strategies for reaching them.

See Appendix H and the *Beginning Vocational Teacher Handbook* for further suggestions on the development of professional development plans.

EVALUATION

As the year progresses, you should constantly evaluate the Professional Development Program and make revisions. This proposed program serves as a guide for implementing a Professional Development Program. This is not an infallible program that will meet every teacher's and every school system's needs. Each school system or consortium of systems must take these materials and adapt them to their own needs. The intent of these materials is to provide a good foundation. It is up to you as a Local Professional Development Coordinator to build your own program.

For additional assistance with this program, contact Betty Heath-Camp or William G. Camp at Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 24061-0254, (703) 231-8189 or 8188.

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APPENDIX A
SAMPLE CALENDAR OF EVENTS

The Local Professional Development Coordinator (LPDC) should prepare a calendar of events for the school year. The Professional Development Program calendar of events should be included in the school system(s) calendar of events, especially specific meeting dates with administrators, mentors, and beginning teachers and the Professional Development Center (PDC) hours. The following sample calendar of events was developed during the field-test of this program.

NOTE: This calendar of events is developed after the program has been initiated and the LPDC has been hired sometime in early spring or before. (For activities that lead up to the LPDC assuming responsibilities for the program, see the Professional Development of Beginning Vocational Teachers: Administrator's Guide. The program may be initiated by the local school system personnel, state department of education personnel, university faculty, or members of a professional organization. It is believed by the developers of this program that the program will operate more efficiently under a local school system. This calendar of events for the LPDC is developed for beginning a new program and assumes that the program will be continued the following year.

JANUARY

- Receive inservice training from collaborating university or other qualified personnel

FEBRUARY

- Begin identifying potential mentor teachers
- Order Resources and other materials and equipment for the Professional Development Center

MARCH

- Identify a cadre of potential mentor teachers
- Prepare inservice training materials for mentors

- Begin training mentors for fall incoming beginning vocational teachers
- Revise Local Professional Development Guide to meet the local situation

APRIL

- Prepare inservice training materials for mentors
- Provide training for the mentor teachers

MAY

- Continue training mentors; ordering resources, supplies, equipment, and materials for the Center; and other activities associated with setting up the Professional Development Program

JUNE

- Set up the Center if in initial stage of the program or establish order if in an ongoing program
- Establish regular hours for the Center
- Learn or renew knowledge of state certification and recertification requirements for teachers of each subject taught in vocational education
- Set up a record keeping system for each vocational teacher to keep track of their certification needs
- Obtain information on what qualifies for credit toward recertification
- Contact university faculty for certification courses and workshops
- Develop revisions for the program (if any) for the coming year
- Notify school principals of the opportunity for their new and existing vocational teachers to receive assistance from the Center
- Provide mentor inservice training

JULY

- Identify administrators who need training in the program (will continue through August)
- Identify new teachers (ongoing through August)
- Select mentor teachers from cadre of trained mentors
- Arrange for released time and salary supplements for the mentors
- Add local and updated information to the *Beginning Vocational Teachers Handbook*
- Supply certification and recertification requirements to the vocational teachers and include this information in the *Beginning Vocational Teacher Handbook*
- Revise program evaluation procedures if needed

AUGUST

- Provide inservice training for administrators on the Professional Development Program
- Continue to select mentor teachers from cadre of trained mentors until all mentors are selected for new teachers
- Notify new teachers of the orientation sessions
- Provide beginning teachers orientation workshops to the Professional Development Program (ongoing during the fall)
- Provide a list of Center resources both to the schools and the beginning teachers
- Extract inservice training needs from the research base for this program
- Provide "Getting Started" workshop for the beginning teachers including orientation to their respective schools and facilities (workshops may be tied in with university course and/or run throughout the fall)

- Set up schedule for mentor/teacher meetings
- Hold meeting with each mentor/teacher
- Hold introductory meeting with peer teacher support group
- Identify from other vocational teachers their inservice training needs (conduct a survey)
- Develop a schedule of workshops throughout the year based on the priorities of both the new teachers and the other vocational teachers
- Workshop for alternative certification teachers on curriculum resources and planning
- Hold administrators session on working with beginning teachers and other vocational teachers who need assistance
- Arrange for university faculty to periodically observe and provide feedback to teachers
- Publicize the services of the PDC
- Monitor the mentor/protégé relationships (ongoing throughout the year)
- Provide information/resources to the mentor as needed (ongoing throughout the year)
- Contact the collaborative university and professional organizations to determine what workshops or courses can be offered through each organization or institution

SEPTEMBER

- Compile a list of beginning vocational teachers and distribute the list to the beginning teachers
- Form a beginning teachers peer support group
- Schedule support group meetings

- Mentor teacher observation of new teachers (once a week or at least every other week)
- LPDC observes new vocational teachers
- Follow-up with new teachers and mentors to see that the new teachers are able to complete all parts of the handbook (ongoing throughout the year)
- Mentors and new teachers meet after each observation and as needed
- Mentor teachers, beginning teachers, LPDC meet
- Workshop on procedures and purchasing
- Workshop on evaluation and grading of student work
- Meet with mentors to obtain feedback on the program
- Monthly evaluation of program
- Solicit support group topics and share with chair of group (throughout the year); chair should be different each session
- Throughout the year schedule opportunities for beginning teachers to participate in activities that will allow them to reflect on their teaching activities
- Conduct mentor inservice training and program update

OCTOBER

- Mentor teacher observation of new teachers (once a week or at least every other week)
- LPDC observe new vocational teachers
- Mentors and new teachers meet after each observation and as needed
- Workshop on improving planning and teaching strategies
- Peer support group meeting
- Mentor teacher, beginning teacher, LPDC meet; begin developing the teacher's professional development plan (see Appendix H)
- Meet with mentors to obtain feedback on the program

- LPDC consultation with administrators
- Monthly evaluation of program
- Meet on a regular basis with university faculty to evaluate and improve the PDP and to identify further research that would provide additional knowledge for the teachers (ongoing throughout the year)
- Conduct mentor inservice training and program update

NOVEMBER

- Mentor teacher observation of new teachers (once a week or at least every other week)
- Mentors and new teachers meet after each observation and as needed
- LPDC observe new vocational teachers
- Workshop on student records, motivation, and discipline
- Mentor teacher, beginning teacher, LPDC meet
- Meet with mentors to obtain feedback on the program
- Monthly evaluation of program
- Conduct mentor inservice training and program update

DECEMBER

- Mentor teacher observation of new teachers (once a week or at least every other week)
- Mentors and new teachers meet after each observation and as needed
- LPDC observes new vocational teachers
- Workshop on time and stress management
- Peer support group meeting

- Mentor teacher, beginning teacher, LPDC meet
- Meet with mentors to obtain feedback on the program
- LPDC consultation with administrators
- Monthly evaluation of program
- Conduct mentor inservice training and program update

JANUARY

- Mentor teacher observation of new teachers (Once every two weeks or at least once a month)
- Mentors and new teachers meet after each observation and as needed
- LPDC observes new vocational teachers
- Mentor teacher, beginning teacher, LPDC meet
- Meet with mentors to obtain feedback on the program
- Monthly evaluation of program
- Conduct mentor inservice training and program update
- Workshop on reflection and use of evaluation and feedback

FEBRUARY

- Mentor teacher observation of new teachers (once every two weeks or at least once a month)
- Mentors and new teachers meet after each observation and as needed
- LPDC observes new vocational teachers
- Peer support group meeting
- Mentor teacher, beginning teacher, LPDC meet

- Meet with mentors to obtain feedback on the program
- LPDC consultation with administrators
- Monthly evaluation of program
- Order additional resources and other materials and equipment for the Professional Development Center
- Conduct mentor inservice training and program update
- Begin identifying mentors for next year
- Workshop on program management and recruitment

MARCH

- Mentor teacher observation of new teachers (once every two weeks or at least once a month)
- Mentors and new teachers meet after each observation and as needed
- LPDC observes new vocational teachers
- Mentor teacher, beginning teacher, LPDC meet
- Meet with mentors to obtain feedback on the program
- Monthly evaluation of program
- Identify additional potential mentor teachers and begin training for next academic year
- Begin revisions on the Local Professional Development Guide if needed for the coming year
- Conduct mentor inservice training and program update
- Workshop on Vocational Student Organizations

APRIL

- Mentor teacher observation of new teacher once every two weeks or at least once a month)
- Mentors and new teachers meet after each observation and as needed
- Peer support group meeting
- LPDC observes new vocational teachers
- Mentor teacher, beginning teacher, LPDC meet with mentors to obtain feedback on the program
- LPDC consultation with administrators
- Monthly evaluation of program
- Provide training for new mentor teachers
- Provide update training for returning mentor teachers
- Contact university faculty for summer certification courses and workshops
- Workshop on use of advisory committees

MAY

- Mentor teacher observation of new teachers (once every two weeks or at least once a month)
- Mentors and new teachers meet after each observation and as needed
- LPDC observes new vocational teachers
- Workshop on working with parents
- Meet with mentors to obtain feedback on the program
- Mentor teacher, beginning teacher, LPDC meet (evaluation of progress of the new teacher for the year according to Professional development plan)
- Training for new mentors

JUNE

- Workshop on concluding the school year
- Mentor teachers meet with new teachers to conclude year and plan for coming year
- Mentor teacher, beginning teacher, LPDC meet to discuss professional development plan for the next year
- Meet with mentors to obtain feedback on the program
- LPDC consultation with administrators
- Complete a year-end evaluation of the Professional Development Program
- Reorganize and update Professional Development Center as needed
- Establish regular hours for the Center
- LPDC update on certification and recertification for various subject areas
- Update record keeping system for each vocational teacher to keep track of their certification needs
- Contact university faculty for certification courses and workshops during the academic year
- Develop revisions for the program (if any) for the coming year
- Notify school principals of the opportunity for their new and existing vocational teachers to receive assistance from the PDC
- New mentor inservice training

JULY

See July at beginning of calendar

APPENDIX B
SUGGESTED BEGINNING TEACHER ORIENTATION WORKSHOP TOPICS

The *Beginning Vocational Teacher Handbook* is an excellent source for orientation information for the beginning vocational teachers. Suggested topics are as follows (order should be determined by local needs):

- Orientation to the Professional Development Program
- The Professional Development Center and its services
- The teacher's job description to include duties in addition to teaching
- Mastering calendars, schedules, and due dates to include faculty meetings
- Orientation to the school
- Orientation to the business community
- Advisory committees and how to work with them
- Curriculum
- Grading
- School system and department of education materials
- People to meet in the school and community
- Policies and procedures of the school and school system
- Vocational student organizations and other school groups
- Resources
- Peer teacher support group
- Professional organizations

- Certification requirements
- Professional development plan
- Suggestions for success as a teacher

Other inservice training topics as identified by beginning vocational teachers can be found in Appendix E.

APPENDIX C
SUGGESTED ADMINISTRATOR WORKSHOP TOPICS

- Orientation to the Professional Development Program
- Role of the administrator in the PDP
- Working with mentors and beginning vocational teachers
- Evaluation of the Professional Development Program
- Role of the mentor
- Support materials for the Professional Development Program
  - Introductory Guide
  - Administrator Guide
  - Local Professional Development Coordinator's Guide
  - Mentor Guide
  - Teacher Handbook
  - Resources
- Progress of the program
- Recertification credit for teachers

APPENDIX D
SUGGESTED TOPICS AND MATERIALS FOR MENTOR TRAINING

- Introduction to the Professional Development Program and the role of the mentor.
- Developing the mentor/protégé relationship
- Providing orientation to the protégé
- Assessing the needs of the protégé
- Counseling and coaching the protégé
- Scheduling observations, meetings, and training
- Assisting the protégé with forms, reports, and other duties as a teacher
- Observing the protégé and providing feedback
- Providing the protégé with observation skills
- Assisting the protégé on a daily basis
- Assisting the protégé to improve instructional skills
- Providing the protégé with the skill of reflection
- Helping the protégé work through student problems
- Assisting the protégé with professional development and in developing a Professional Development Plan
- Assisting the protégé with the activities in the *Beginning Vocational Teacher Handbook*
- Providing a support system for the protégé
- Working with the administration as a mentor

- Working with university faculty as a mentor
- Assisting the protégé in working with the business community
- Assisting the protégé with time and stress management

The following topics were identified during the field-test of the program as mentor inservice needs and are listed in priority order

1. Explanation of the expectations and goals of the Professional Development Program for Beginning Vocational Teachers to include the specific responsibilities of the mentor. Should also include a review of the mentor guide and the responsibilities of the protégé.

2. Communications. Training on communications skills with protégés, administrators, mentors, students, and community. to include how to meet business resources and contacts and how to work with the administration as a mentor.

3. Evaluation. Conducting classroom evaluation/observation techniques and how to give constructive feedback when meeting with the protégé following an observation.

4. Review of problems of beginning teachers through research and from recent beginning teachers. Techniques on counseling the protégé and dealing with their personal problems.

5. How to help the protégé handle discipline.

6. Time and stress management training for the mentor and for the mentor to help the protégé.

7. Ways to help provide a support system for the protégé and to develop a cordial relationship with the beginning teacher so that he/she does not feel threatened or pressured.

8. Ways to assist the protégé to improve instructional skills.

9. Teaching the protégé the skill of reflection.

10. Assisting the protégé with school regulations and organization of reports.

11. Resources available to both the mentors and the protégé.

12. Techniques in dealing with special students and their teachers.

Other suggested topics for mentor training in no particular order as identified by field test mentors

- Role play of an experienced mentor and a protégé on various interactions they would have during the school year.
- Teaching the protégé the cooperative teaching techniques with the "World Class 2000" model.
- Teaching the protégé how to develop good student organizations.
- Assisting the protégé with the activities in the beginning teacher handbook.
- Assisting the protégé with developing a professional development plan.
- Providing the protégé with socioeconomic background of their students.
- Helping the protégé deal with violence in the classroom or on school property.

APPENDIX E

INSERVICE TRAINING NEEDS OF BEGINNING VOCATIONAL TEACHERS IDENTIFIED BY RESEARCH (NOT IN PRIORITY ORDER)

- Professional development of teachers as a process
- Problems of beginning teachers
- Overview of vocational education and where it fits
- The role of the vocational teacher
- Managing time and stress
- Planning a lesson
- Policies and procedures
- Using curriculum guides and approved curricula
- Planning a course of instruction and a course calendar
- Recruiting students
- Managing vocational student organizations as integral part of curriculum
- Managing student discipline
- Motivating students
- Effective teaching skills
- Reflective teaching
- Getting the most out of the mentoring process
- Observing other teachers
- Classroom management

- Purchasing supplies/equipment
- Utilizing the media center
- Using community resources and working with the business community
- Organizing and participating in peer group sessions
- (See also suggested syllabus for certification course)

APPENDIX F
LIST OF PROFESSIONAL ORGANIZATIONS

(See the *Beginning Vocational Teacher handbook* for a complete listing of organizations with addresses and phone numbers)

- American Vocational Association
- American Home Economics Association
- Delta Pi Epsilon
- Future Business Leaders of American and Phi Beta Lambda, Inc.
- International Technology Education Association
- Marketing Education Association
- National Association for Trade and Industrial Education
- National Business Education Association
- National Vocational Agriculture Teachers Association
- Omicron Tau Theta
- Phi Delta Kappa

List your respective State Associations

APPENDIX G

QUESTIONS AND EVALUATION FOR REFLECTION ON TEACHING STRATEGIES

Directions: Have the protégé use introspective questions such as those below to guide him or her when participating in reflective evaluation of his or her teaching experiences. Allow the protégé sufficient time to reflect on his or her answers. This exercise should be conducted at least once each day that teaching is done.

1. What was one thing I tried to teach today? (What did I want the students to be able to do?)
2. How did I try to teach it?
3. How did the instruction go?
4. How would I try to teach it next time?
5. What does this mean to me as a teacher?

From time-to-time, an alternative set of questions may lead to a more encompassing reflective exercise. An example of the kinds of questions that can lead to productive reflection are as follows:

1. What significant events happened at school today?
2. Did I have any problems? If so, what were they?
3. How did I solve the problems I experienced? Was it a good strategy? How might I have approached the problem differently?
4. What have I learned about teaching today? This week?
5. What was the best thing that happened to me today? This week?
6. Overall, how am doing as a teacher?
7. What improvements or changes might I make in my teaching?

8. How do I honestly feel about teaching?

See also: *Professional Development of Beginning Vocational Teachers: Beginning Vocational Teacher Handbook*, and *Professional Development of Beginning Vocational Teachers: Mentor Guide*.

APPENDIX H
PROFESSIONAL DEVELOPMENT PLAN

It is very important for an individual to have a plan of action for his or her professional career. One objective of the professional development program is to assist the beginning vocational teacher in making a plan to meet immediate needs and provide for future direction. Success is dependent on being willing and prepared to take advantage of opportunities according to personal goals. It is the role of the Professional Development Coordinator as well as the mentor teachers to assist beginning teachers in identifying their strengths, deficiencies, and future aspirations and help each one develop a plan to reach his or her goals as an educator.

The following are areas in which planning may be centered:

1. Certification requirement and plans for meeting them.
2. Strengths as a teacher and how to build on them.
3. Deficiencies as a teacher and how to correct them.
4. Professional goals and how to attain them.
5. Educational goals and how to attain them.
6. Professional organization involvement.
7. Short-term professional development goals and strategies to reach them.
8. Intermediate professional development goals and strategies to reach them.
9. Long-range professional development goals and strategies to reach them.
10. Identifying resources to assist the beginning vocational teacher with their professional development plan.

A profile form for assisting beginning vocational teachers with their professional development plan is attached. TAB N of the *Beginning Vocational Teacher Handbook* is provided for the beginning teacher to use in developing his or her professional development plan. Be sure to see TAB N of that document before you begin working with beginning teachers on this exercise. Be sure the mentors know what the TAB says.

PROFESSIONAL DEVELOPMENT PROFILE PLAN

PROFESSIONAL DEVELOPMENT PLAN	STRATEGY	GOAL	RESOURCES
1. Certification Requirements Short-term, Intermediate, Long-range			
2. Strengths as a Teacher Short-term, Intermediate, Long-range			
3. Deficiencies as a Teacher Short-term, Intermediate, Long-range			
4. Professional Goals Short-term, Intermediate, Long-range			
5. Educational Goals Short-term, Intermediate, Long-range			
6. Professional Organizations Short-term, Intermediate, Long-range			

APPENDIX I
TEACHING OBSERVATION FORM # 1

Teacher's Name: ______________________ Grade Level: ____________

Mentor's Name: ______________________ Class Period: ____________

Date: _____ Subject: _________________ Lesson Topic: ____________

> Directions: Did the teacher display the behavior? Check Yes or No
> If yes, evaluate how effectively the teacher displayed the behavior.
> Rating Scale: E = Excellent, G = Good, F = Fair, P = Poor

		YES	NO	E	G	F	P
The teacher:							
1.	Reviews specific objectives of lesson and relates material to be covered to previous lessons	___	___	4	3	2	1
2.	Develops student interest in the lesson at the beginning of the class period	___	___	4	3	2	1
3.	Displays enthusiasm for the content of lesson	___	___	4	3	2	1
4.	Raises questions that stimulate thinking, encourage discussion, and assess student understanding	___	___	4	3	2	1
5.	Encourages and rewards student contributions to class discussion	___	___	4	3	2	1
6.	Provides "real world" examples each time a major idea or concept is presented to students	___	___	4	3	2	1
7.	Lesson content is accurate and up to date	___	___	4	3	2	1
8.	Uses appropriate teaching methods	___	___	4	3	2	1
9.	Equipment is used properly & to best advantage	___	___	4	3	2	1
10.	Reviews major points covered during the lesson near the end of the class period	___	___	4	3	2	1
11.	Uses a method of evaluation to assess learning	___	___	4	3	2	1

Adapted from an evaluation instrument developed by Drs. Barry L. Reece, Robert Berns, and Betty Heath at Virginia Tech, Blacksburg, VA.

Teaching Observation Form # 2

Teacher's Name: ______________________ Grade Level: ______________

Mentor's Name: ______________________ Class Period: ______________

Date__________ Subject__________________ Lesson Topic: ______________

Directions: Circle the appropriate responses.
Rating Scale: P = Poor, G = Good , F = Fair, E = Excellent

1. **Preparation for Class:**
   - a. The teacher had planned the lesson in advance. **P F G E**
   - b. Written lesson plans were complete, logically organized, and based upon an accurate assessment of student needs and abilities. **P F G E**
2. **Arousing and Maintaining Interest:**
   - a. The teacher aroused the interest of the students in the lesson. **P F G E**
   - b. The teacher maintained the interest of the students in the lesson. **P F G E**
3. **Questioning:**
   - a. The teacher used a variety of questions to obtain student participation in the lesson. **P F G E**
   - b. The teacher's questions helped students think and reason. **P F G E**
   - c. Teacher responded to student questions in positive way that enhanced learning. **P F G E**
4. **Use of Instructional Materials:**
   - a. The teacher selected appropriate instructional materials (audio-visual equipment, charts samples films, reference books, pamphlets, chalk-board, transparencies, etc.) for the lesson. **P F G E**
   - b. The teacher effectively used the selected instructional materials. **P F G E**

SECTION II

PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: ADMINISTRATOR GUIDE

Principal Researchers and Project Directors:

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Betty Heath-Camp

Project Assistant:

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Prepared Pursuant to a Contract With the
National Center for Research in Vocational Education,
University of California, Berkeley

The project reported herein was performed pursuant to a grant from the Office of Adult and Vocational Education, U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

Division of Vocational & Technical Education
Virginia Polytechnic Institute and State University
September 30, 1992

INTRODUCTION

As teacher shortages develop during the 1990s and as demands for reform and improvement in education continue, there is a need to find a productive and effective way to assist the beginning vocational teacher in making a smooth transition into the profession. The program discussed in this guide has a thorough research base and should fit the needs of beginning vocational teachers.

This guide provides a very brief overview of the program. It is designed to provide administrators with an "executive summary" of the complete Professional Development Program. For administrators who will be directly involved with implementing or supervising such a program, this guide should be used in conjunction with the overall program guide (*Professional Development Of Beginning Vocational Teachers: An Introduction to the Professional Development Program for Beginning Vocational Teachers*), also published by the National Center for Research in Vocational Education, University of California at Berkeley.

This guide also provides specific suggestions for participating administrators in working with beginning vocational teachers and on their roles in the Professional Development Program. Administrators are given guidance on factors to consider in:

- making the decision to implement the program,
- allocating resources for the program,
- selecting a coordinator for the program,
- providing overall supervision,
- scheduling requirements of the program participants, and
- working with beginning vocational teachers.

Organized induction assistance programs such as the one described in this guide can help new teachers to make a smoother transition into full-time teaching. This program also will serve to help in the retention of promising beginning teachers, many of whom leave teaching in frustration during their first years on the job. However, the beginning teacher is not the only one who will benefit. Students will gain from better instruction and mentors gain in professional stature, self-confidence, and morale. Finally, school administrators gain from a more effective teaching force and a better instructional program.

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OVERVIEW

Beginning vocational teachers face all the same difficulties as other beginning teachers, PLUS a great many difficulties unique to vocational education (Camp & Heath, 1989). Many come from industry backgrounds with little or no teacher education. Those with teacher preparation still must learn how to manage a laboratory as well as a classroom.

As a school administrator, you have many pressures on your time and must solve problems and answer questions every day. One of your many challenges is how to effectively induct new teachers into your school or school system. This document provides a brief overview of a program designed to help you solve the problem of helping beginning vocational teachers become successful, contributing members of your professional staff.

This guide is much like an executive summary. It is not complete. It provides the basic information that you need to have in order to determine whether to examine the program further for implementation in your school or school system. In addition, it provides a few helpful suggestions for working with beginning vocational teachers during their induction periods.

GOALS AND OBJECTIVES OF THE PROFESSIONAL DEVELOPMENT PROGRAM

It is the overall goal of the Professional Development Program to provide beginning vocational teachers with a mechanism for making smoother transitions into the profession of teaching. More specifically, the objectives of this program are to

1. provide support services to beginning vocational teachers through a Professional Development Center, a coordinator who can assist in developing professional competencies, mentors, and meaningful feedback from a number of identified sources such as principals, local vocational directors, personnel directors, and others;

2. assist beginning teachers in becoming oriented to their schools and school systems, to their school systems' operations and procedures, to their communities, and to the field of teaching;
3. provide resources to beginning teachers such as a beginning vocational teacher handbook, teaching materials, mentors, and curriculum;
4. provide an environment that encourages interaction with other new teachers and other teachers in general;
5. provide a series of inservice education activities on topics needed by beginning teachers;
6. assist uncertified teachers in becoming certified;
7. provide the skills and opportunities that beginning teachers need to reflect on their teaching and professional responsibilities, thus improving the quality of instruction;
8. assist beginning teachers to establish their own goals and objectives; and
9. retain promising and talented teachers in the field of teaching.

THE PROFESSIONAL DEVELOPMENT PROGRAM

The model induction assistance program consists of eleven major components as shown in Figure 1 below. It is important to understand that the full eleven-component model is not sacrosanct. In the ideal situation, we would recommend full implementation, but individual school system needs, resources, and commitment are paramount when implementing any teacher induction assistance program.

Tailoring the program to local needs may mean using parts of the model and omitting other parts. The model is flexible in that regard.

Figure 1
Components of The Induction Assistance Model

<table>
<tr><td><i>Systematic Administrative Support</i></td><td><i>Local Professional Development Coordinator</i></td><td><i>Professional Development Center</i></td></tr>
<tr><td><i>Detailed Orientation</i></td><td rowspan="5"><i>PROFESSIONAL DEVELOPMENT PROGRAM</i></td><td rowspan="2"><i>Beginning Teacher Handbook</i></td></tr>
<tr><td rowspan="2"><i>Certification Courses</i></td></tr>
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<tr><td rowspan="2"><i>Structured Mentoring Program</i></td></tr>
<tr><td rowspan="2"><i>Peer Support Group</i></td></tr>
<tr><td><i>Coaching in Reflection</i></td><td><i>Professional Development Plan</i></td></tr>
</table>

The single most critical part of the program, in our opinion, is the Local Professional Development Coordinator, or LPDC. Without an LPDC, there will be no single individual responsible for implementing the other parts of the program.

Ideally, the LPDC should be selected a year ahead of the beginning of the program. At the very least, some time is needed for the LPDC to learn how to operate the program. A year would allow time for that person to contact the appropriate people and agencies to initiate the program. A suggested collaborative team for implementing the program will be discussed in the next section.

A COLLABORATIVE APPROACH

The professional development program can be initiated by any education agency, but in most cases it would be implemented by a school system or a consortium of school systems. It is crucial that a person be held responsible for the success of the professional development program. In this model, that person is referred to as the Local Professional Development Coordinator (LPDC).

There are four logical partners in a comprehensive induction assistance program: teacher education, state department of education, professional organizations, and the local school system. Each can serve in an important and contributing role. It is from the university teacher-education faculty that knowledge of the research base upon which the program is built must come. Personnel from the state departments of education serve various roles in their respective states, one of which is usually certification or licensure of vocational teachers. Quite often states provide inservice education for teachers which can be coordinated with local programs of professional development. In some states, departments of education channel funds into beginning teacher assistance programs which can be tapped for local program funding. Teacher professional organizations are taking active roles in providing inservice and other assistance to new teachers. The LPDC should work with these professional organizations to gain this support, to prevent redundancy and overlap, and to enhance the local program by supplementing it with professional organization inservice activities. The local school system or consortium of systems implementing this program would, of course, provide the facilities and part, if not all, of the expenses involved in implementing the program at the local level.

THE ADMINISTRATOR'S ROLE

Make the Decision

The first and most obvious role of the administrator is to make the decision to implement a structured professional development program for beginning vocational teachers. That implies allocating adequate resources and selecting the right person for the job of LPDC.

It is likely that most small school systems will not have adequate numbers of beginning vocational teachers to justify such a program. There are three points to consider.

1. A professional development program such as this could serve ALL beginning teachers. The research on which the program was developed was limited to beginning vocational teachers. Nevertheless, the program could easily expand to serve all beginning teachers within a system.
2. Several small school systems could form a partnership to implement the program and share the costs. This was exactly the way the field test for the program was conducted. We involved five small school systems.
3. Even though the program was designed for beginning vocational teachers, the LPDC could easily be expected to organize and provide continuing professional

development activities for all vocational teachers or even for all teachers in a small school system.

Allocate the Resources

What kind of resources are needed? At a minimum, an office, access to secretarial support, copying facilities, postage, telephone, and a budget for setting up a professional library are needed. An LPDC who is assigned full-time to the program is desirable. If that is impossible, an LPDC with adequate released time might be sufficient.

Select the Coordinator

The LPDC should be a teacher, not an administrator. We envision selecting a master teacher for the job with the understanding that he or she would remain in the position for no more than three to five years, the point being that the LPDC should be a master teacher with recent experience in the classroom. At that time, a new LPDC should be selected and the previous one might return to teaching or move on to some other position. As we have seen earlier, the new LPDC would need time to become prepared for the role, so he or she should be appointed a year in advance to allow time for training. There might even be a short period of time when the departing and arriving LPDCs have overlapping responsibilities. Perhaps a school system might have two or more master teachers who "take turns" in the role of LPDC.

Provide Overall Supervision

This program would reduce the amount of time and energy needed from school administrators in working with beginning teachers. The LPDC would be responsible for organizing, implementing, and operating the program, so administrative supervision would be minimized. Naturally, the school principal as well as other administrators in most school systems routinely work with beginning vocational teachers. That would not change, except that the amount of time and energy needed for the beginning vocational teachers would be greatly reduced. The beginning vocational teacher would also benefit from having more assistance devoted by the mentors and LPDC in meeting his or her needs. The LPDC would recruit, train, and supervise mentor teachers. This also reduces the workload of the administrator who has overall supervisory responsibility.

Freed from the day-to-day work of operating the program, the administrator should ensure that both the LPDC and the mentor-teachers regularly provide feedback on their progress. You should not ask for and should not expect details of what the new teacher says to the mentor or LPDC. However, details about how many and at what times observations or classroom visits have been made, meetings held, workshops attended, and so forth should be communicated regularly to the supervising administrator.

The administrator should schedule group meetings regularly with the LPDC and mentors to discuss the progress of the program. Again, the confidentiality of the mentor-protégé relationships should be respected at all times. At such meetings, assistance from the administrator can be requested or offered. In our field test, the critical nature of the administrator's involvement, interest, and support were repeatedly raised by the participants. At least once very early in the school year (preferably before school starts), the meeting should also include the beginning teachers.

A written agreement among the school administrator, LPDC, mentor-teachers, and beginning teachers laying out the expectations of each would be an excellent management tool. Such a document could be drafted by the LPDC based on the details of the local program. The agreement should make clear the responsibilities of each party as well as assure confidentiality between mentor and protégé. If released time or a salary supplement for the mentor is provided, it should be spelled out on the agreement for all the parties to see. As a result of our field test, we found that beginning teachers who know their mentors are receiving pay or released time are less hesitant to ask for help. The agreement might be discussed and signed at the initial meeting, suggested in the previous paragraph.

Schedule for Success

For the mentor-protégé relationship to succeed, both mentor and new teachers must have some time during the day to work together. At first glance, the simple answer would seem to be to schedule their planning periods together. However, that creates another problem-how does the mentor ever observe the novice's classes to provide feedback? Another approach would be to schedule different planning periods. But when do they discuss the results of the observations?

Probably a solution would be to schedule planning periods together and to schedule an observation period at least weekly during various periods when the mentor teacher would be replaced in his or her own classroom for one period. The period could be rotated and another teacher, the LPDC, or a substitute could fill in.

An ideal solution would be for both the mentor and the beginning teacher to have a period to work together in addition to their own planning periods. Such an arrangement might be for only the first quarter or semester. Double planning periods may sound extravagant, but the benefit to the school system and to the students could very well justify the investment in the long run.

Tips for Working with Beginning Teachers

Our research indicated that school administrators, particularly principals should do a number of things in working with beginning vocational teachers. The following suggestions should prove helpful, regardless of whether a Professional Development Program for Beginning Vocational Teachers is implemented.

1. Provide your expectations early. A job description is important. Beginning teachers really do not know what is expected.
2. Be sure that the secretaries and other staff members understand that beginning teachers not only do not know the ropes, they do not even know what ropes there are. They do not know due dates. They do not know what forms are required and when. They cannot read the "unwritten rules" that veterans just "understand."
3. Do not wait to be asked. Beginning teachers are often insecure, even afraid that by asking for help they may seem weak or ineffectual.
4. At the same time, remember that regardless of how friendly or nurturing you are as a principal or other administrator, you are intimidating and threatening to the new teacher.

5. Make several unannounced visits to the new teacher's work area before classes start. Use those visits to build a rapport and confidence in you as a human and not just as the "boss."

6. Very early in the school year, certainly within the first week, stop in on one of the new teacher's classes. DO NOT make this an evaluation. Just visit long enough to find SOMETHING POSITIVE to comment on later, then leave. Later in the same day, mention the positive observation you made. DO NOT offer suggestions for improvement at this point unless a serious problem is developing!
   At first, new teachers need encouragement even more than they need help.
   Do this again at least once after a couple of weeks.

7. Conduct a formal (but unofficial) evaluation sometime during late October or early November. Follow that up with a conference to provide structured feedback to the new teacher. They really want to know how they are doing.

   Do this again at least once after the first of the new calendar year.

8. Do not ask the mentor-teacher or the LPDC to provide evaluative feedback to you about how the new teacher is doing. These people must develop a degree of trust with the new teacher that can exist only if their relationships are private and without threat.

OTHER INFORMATION SOURCES

For a complete understanding of the program, five other guides are available. They are all available through National Center for Research in Vocational Education, University of California at Berkeley.

- *Professional development of beginning vocational teachers: An introduction to the professional development program for beginning vocational teachers*
- *Professional development of beginning vocational teachers: Local professional development coordinator guide,*
- *Professional development of beginning vocational teachers: Mentor Guide,*
- *Professional development of beginning vocational teachers: Beginning teacher handbook,* and

- *Professional development of beginning vocational teachers: Suggested resources for the professional development center.*

For a full understanding of the research base on which the program is based, two additional monographs are available. They are

- Camp, W. G., & Heath, B. (Eds.). (1988). *On becoming a teacher: Vocational education and the induction process* (Monograph No. MDS-018). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.
- Heath-Camp, B., Camp, W. G., Adams, E., Talbert, B. A., & Barber, J. D. (1992). *On becoming a teacher: An examination of the induction of beginning vocational teachers in American public schools* (Monograph No. MDS-161). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

CONCLUDING REMARKS

Organized induction assistance programs such as this can help new teachers to make a smooth transition into full-time teaching. This program also will serve to help in the retention of promising beginning teachers, many of whom leave teaching in frustration during their first years on the job. However, the beginning teacher is not the only one who will benefit. Students will gain from better instruction, and mentors gain in professional stature, self-confidence, and morale.

If we are to have an effective teaching force in vocational education in the United States, then the ongoing professional development of beginning and existing teachers is imperative. In a typical teacher's career, there is no more critical stage than the induction period. As educational reforms place ever-increasing demands on all vocational teachers, it is more important than ever that beginning teachers receive assistance in making the transition into teaching. This Professional Development Program is a comprehensive approach to the induction and continued development of a professional teaching force in Vocational Education.

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SECTION III

PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: MENTOR GUIDE

Principal Researchers and Project Directors

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September 30, 1992

INTRODUCTION

As teacher shortages develop during the 1990s and as demands for reform and improvement in education continue, there is a need to find a productive and effective way to assist the beginning vocational teacher in making a smooth transition into the profession. The program discussed in this guide has a thorough research base and should fit the needs of beginning vocational teachers.

The overall goal of the induction program outlined in this guide is to provide a flexible and adaptable mechanism for helping beginning vocational teachers to make a smooth transition into the field of teaching. Mentors and mentoring activities make up one of the most essential elements of the induction assistance program. This guide provides mentors with a detailed description of the entire program. It is not complete, however. This guide should be used in conjunction with the overall program guide (*Professional Development Of Beginning Vocational Teachers: Beginning Vocational Teacher Professional Development Program Guide*), also published by the National Center for Research in Vocational Education, University of California at Berkeley.

Mentors should be competent master teachers. They should have several years of successful teaching experience. They should be personable and committed both to the program and to helping beginning vocational teachers succeed. It is essential that they be willing participants in the program. Beyond that, mentors must be willing and ready to receive training in the mentoring process and techniques.

Mentors should be prepared to foster positive professional relationships with beginning teachers, help the novices adjust to the idiosyncrasies of the local school and the school system, and make acceptable curriculum and pedagogical decisions. Mentors provide help to beginning teachers in avoiding or solving problems with their students and their peers. Finally, mentors help beginning teachers begin to master the intricacies of teaching.

Many mentoring programs have been tried in the public schools of this country over the past few years. Most have failed. One reason for those failures has been inadequate (in many cases a complete lack of) professional preparation of the mentors. Mentoring is more than just assigning an experienced teacher to a beginning teacher. The processes involved in successful mentoring, such as clinical observation, coaching in reflection, and constructive feedback, must be learned.

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BACKGROUND

Mentoring is a critical component in a program for assisting beginning teachers. Odell (1990) in her publication entitled Mentor teacher programs cited several studies showing that mentoring contributes to beginning teachers' successes and retention. In addition, the research upon which this Professional Development Program is based identifies mentoring as one of the strongest assistance activities needed by beginning vocational teachers. Mentors should be role models for beginning teachers and provide them with support, information, guidance, leadership, professional development opportunities, coaching, feedback, and friendship. Mentoring is thus a strong component in the Professional Development Program for Beginning Vocational Teachers. This guide is provided for experienced teachers who wish to become mentors for this program.

For an overview of the Professional Development Program, please refer to the guide entitled *Professional development of beginning vocational teachers: An introduction to the professional development program for beginning vocational teachers* (Heath-Camp, Camp, & Adams, 1992).

To obtain additional information about the research that led to this Professional Development Program and to gain an insight into the professional literature on beginning teacher assistance programs, you may wish to read the monograph entitled *On becoming a teacher: An examination of the induction of beginning vocational teachers in American public schools* (Heath-Camp, Camp, Adams, Talbert, & Barber, 1992).

As a mentor, you should be very familiar with another guide which will be necessary for the operation of this program entitled *Professional development of beginning vocational teachers: A beginning vocational teacher handbook* (Heath-Camp, Camp, & Adams, 1992).

Last, we recommend you read Odell's (1990) publication entitled *Mentor Teacher Programs*. She has listed a number of publications in her bibliography which may assist you in becoming a strong and competent mentor.

This guide is intended to be exactly that, a *guide* to assist you in being the best mentor possible. The research that led up to this guide was funded by the National Center for Research in Vocational Education, University of California at Berkeley. It involved a five-year study from 1988 to 1992. The content of this guide is based on our research, the professional literature on teacher induction, and recommendations from the field test of this program. Your local conditions may call for adaptations of the practices recommended in this guide.

GOALS AND OBJECTIVES OF THE PROGRAM

It is the overall goal of the Professional Development Program to provide beginning vocational teachers with a mechanism for making smooth transitions into the profession of teaching. More specifically, the objectives of this program are to

1. provide support services to beginning vocational teachers through a Professional Development Center, a coordinator who can assist in developing professional competencies, mentors, and meaningful feedback from a number of identified sources such as principals, local vocational directors, personnel directors, and others;
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3. provide resources to beginning teachers such as a beginning vocational teacher handbook, teaching materials, mentors, and curriculum;
4. provide an environment that encourages interaction with other new teachers and other teachers in general;
5. provide a series of inservice training on topics needed by beginning teachers;
6. assist uncertified teachers in becoming certified;
7. provide the skills and opportunities that beginning teachers need to reflect on their teaching and professional responsibilities, thus improving the quality of instruction;
8. assist beginning teachers to establish their own goals and objectives; and
9. retain promising and talented teachers in the field of teaching.

DEFINITION OF TERMS FOR THE PROFESSIONAL DEVELOPMENT PROGRAM

The specific meanings of terms can differ from one context to another. The following definitions are provided to ensure that the terminology used in this series of guides is consistent.

- **Alternative Certification**-Certification based on criteria other than completion of a teacher-education degree or a degree with a teacher-education component. Examples of criteria may be occupational experience in the technical area taught or a bachelor's degree in the technical area.
- **Beginning Vocational Teacher Handbook**-A concise handbook that contains routine information and information that assist beginning vocational teachers in becoming inducted into the teaching role. The handbook is designed so that it can be individualized to the beginning teacher's local school system.
- **Beginning Vocational Teacher**-An individual who is teaching vocational subject(s) for the first time.
- **Certification**-A license to teach. May be awarded on a temporary basis or as a permanent license. Certification requirements vary from state to state and can vary within a state.
- **Induction**-Includes all of the steps involved in socializing teachers into the profession. The process begins when a teacher signs the work contract and ends sometime in the future when the teacher becomes established in the profession. The length of time needed for the induction phase is different for each beginning teacher (Camp & Heath, 1988).
- **Licensure**-Authority to teach in the public schools within a state. Licensure is equivalent to certification.
- **Local Professional Development Coordinator (LPDC)**-An experienced vocational faculty member who is or has recently been an accomplished teacher and is responsible for implementing the Professional Development Program for Vocational Teachers.
- **Mentor**-An experienced, competent, veteran teacher who supports, coaches, nurtures, and guides an inexperienced teacher in becoming a professional teacher. This person should be trained in the art of mentoring.

- **Peer Support Group**-A group of beginning teachers who have the opportunity to periodically interact within a group setting and provide each other with support.
- **Professional Development Center (PDC)**-A service agency physically located within and administered by a local education agency (LEA) or consortium of LEAs. The purpose of the PDC is to provide support to beginning and other vocational teachers. The PDC is managed by the LPDC.
- **Professional Development Course**-A teacher-education course that is designed around the needs of the participants in the course and based on the research reported in *On Becoming a Teacher: An examination of the induction of beginning vocational teachers in American public schools* (Heath-Camp, Camp, Adams, Talbert, & Barber, 1992).
- **Professional Development Plan**-A plan of activities designed to assist the beginning teacher to develop into a competent and knowledgeable teacher. The plan should provide direction for the teacher's early career.
- **Protégé**-One whose welfare, training, or career is promoted by an influential person. In this program, the beginning vocational teacher who is being mentored by a more experienced, competent teacher is the protégé.
- **Reflective Practice**-An opportunity for a teacher to analyze the planning and delivery of previous lessons and use the results to improve future teaching. In addition, the use of questions and other activities which cause a teacher to "reflect" on his or her actions in the role of a teacher both in and out of the classroom.

COMPONENTS OF THE PROFESSIONAL DEVELOPMENT PROGRAM

The model for the Professional Development Center consists of the following eleven components which a Local Professional Development Coordinator (LPDC) will have the responsibility to implement and supervise. Mentors will assist the LPDC in many of the activities. A description of each component and the role mentors will play in each component will be given. A more detailed description of the role and responsibilities of mentors will be described later in this guide.

1. Professional Development Center (PDC)

2. Local Professional Development Coordinator (LPDC)
3. Detailed orientation
4. Structured Mentoring program
5. Beginning vocational teacher handbook
6. Beginning teacher peer support group
7. Systematic administrator support
8. Series of on-going inservice education workshops
9. Certification courses
10. Coaching in reflection
11. Professional development plan

Professional Development Center

The Professional Development Center (PDC) is a service agency physically located within and administered by a local education agency (LEA) or a consortium of LEA(s) who are within a reasonable geographical distance of each other. Moreover, it is a cooperative effort between the LEA(s) and a university-level teacher education agency. The LPDC manages the PDC and coordinates and provides both formal and informal inservice education and assistance programs for teachers within that school system or consortium. The PDC is located within a school rather than in the system administrative offices.

The purpose of the PDC is to house materials that will be of assistance to both beginning and experienced vocational teachers. All vocational teachers, including those with experience, may come to the LPDC and PDC for assistance. The PDC serves as the office of the LPDC and he or she maintains regular hours so that teachers can use its resources and the services it offers. Mentors may wish to work with their protégés in the PDC, especially in regard to curriculum and lesson planning. It is the responsibility of mentors to see that their protégés are familiar with the PDC and the materials and services it has to offer. In order to do this, mentors should become familiar with the PDC and its services prior to becoming a mentor.

Materials that can be found in the PDC will include such things as books on teaching, resources, lesson planning, and classroom management; filmstrips; video and audio tapes; lesson plans for workshops; curriculum for all vocational subject areas; and resources on time and stress management. Mentors should recommend resource materials to the LPDC that should be housed in the PDC. A suggested list of materials can be found in the guide entitled *Professional development of beginning vocational teachers: Suggested resources for the professional development center* (Camp, Heath-Camp, & Adams, 1992).

Local Professional Development Coordinator

The Local Professional Development Coordinator (LPDC) acts as a liaison between the local school system and the cooperating university and also may be a university adjunct faculty member. As a part of the university affiliation, the LPDC organizes certification or recertification college-credit courses and noncredit workshops offered through the university for vocational teachers within the system or consortium.

For example, the LPDC may choose to arrange a mentoring course through the university rather than conducting the training him/herself. This also will allow mentor teachers to receive university credit, if desired, for mentor teacher training. Or at the very least, the LPDC should be able to arrange recertification credit in states where it is appropriate.

It is not expected that the LPDC will necessarily teach these courses, although that may be the case. Ordinarily, the LPDC will arrange for regular university faculty or other appropriate resource persons to teach the courses or workshops in their areas of expertise. Scheduling of courses should be based on the actual needs of the local vocational teachers.

The LPDC can arrange for university faculty to provide resources and assistance in specialty areas that might not be available in the PDC. Mentors may find it advantageous to consult with university faculty in specific areas in which they may need assistance in helping their protégés.

In order for vocational teachers to be aware of the services of the PDC, the LPDC and the mentors must encourage and refer other teachers to the PDC. Workshops should be held at or in the vicinity of the PDC. The LPDC will distribute information on the PDC to all vocational teachers and to the mentors. Mentors should make sure their protégés receive this information and understand the value of the PDC and the LPDC. Also, in order for the PDC to continue to be of value to the vocational teachers, evaluation of the services of the PDC must be a continuing process by teachers and all personnel involved with the PDC.

Detailed Orientation

Feeling comfortable and being familiar with their surroundings are extremely important to new teachers. It is the responsibility of the LPDC to provide a detailed orientation to beginning vocational teachers and vocational teachers who are new to the system. If possible, this orientation should take place before school begins for the academic year. It is the responsibility of the mentors to assist in this orientation. Time should be scheduled for mentors to assist their protégés in these orientation activities. Mentors should develop a calendar for orienting their protégés to their schools and school systems. This professional development program provides for a beginning vocational teacher handbook to assist with this orientation. See the handbook entitled *Professional development of beginning vocational teachers: Beginning vocational teacher handbook* (Heath-Camp, Camp, & Adams, 1992)and the section about the beginning vocational teacher handbook later in this guide.

Structured Mentoring Program

A mentoring program consists of assigning a mentor teacher to assist the beginning teacher on a daily basis. A mentor in this program is an experienced, competent, veteran teacher who supports, coaches, nurtures, and guides an inexperienced teacher in becoming a professional teacher.

The LPDC, with the assistance of school administrators, selects mentor teachers. He or she then trains, assists, and monitors their activities. The selection of mentors for beginning teachers takes careful thought. An effort should be made to "match" the mentors and beginning teachers in the areas of subject taught and personality characteristics. Mentors should be housed in the same school buildings as their protégés. In schools where the beginning teacher is the only teacher in the particular vocational program, it may become necessary to have more than one teacher share the responsibility of mentoring the novice. A teacher from a nearby school in the new teacher's subject may be of great value when assistance is needed with curriculum, student organization activities, and working with the community. However, new teachers need someone close at hand to assist with the daily activities of being teachers and with classroom activities. Therefore, a new teacher's primary mentor should be in the same school and should be accessible to the new teacher. The most desirable situation is to have an experienced vocational teacher who is in the same subject in the school where the new teacher is located and who is qualified and willing to be a mentor.

Once the LPDC has identified the mentors for the beginning teachers, the mentors must be trained to be mentors (for a detailed list of the responsibilities of mentors, see section on the role of mentors). Mentors must be skilled in developing mentor/protégé relationships that are beneficial to new teachers. Mentors must be trained in the art of mentoring and the skill of observing and providing constructive feedback to new teachers. Mentors also must develop regular schedules for observing, providing feedback, and assisting beginning teachers as well as being available on a "as-needed basis" (see schedule of activities and a calendar for scheduling meetings in appendix A).

Mentors should have time allocated to observe and spend with new teachers. Unless such "released" time is made available for mentors, a salary supplement is suggested since mentors must either spend extra time after school with their protégés or use in-school time for observations and counseling.

The LPDC should arrange a regular meeting time with the mentors to discuss procedures and problems. Evaluation of the mentoring component of the program should be an on-going process.

Beginning Vocational Teacher Handbook

Another document prepared as a part of this project is entitled *Professional Development of Beginning Vocational Teachers: A beginning vocational teacher handbook*. The handbook was developed as a result of the research that led up to the Professional Development Program. It consists of an extensive set of documents and activities that are designed to meet many of the orientation and general information needs of beginning vocational teachers.

The handbook is a *guide* for new teachers to become oriented to their school systems and communities. It provides additional information on different aspects of vocational teachers' roles such as advising vocational student organizations, organizing advisory committees, completing state department forms, and other functions.

Not all information proposed as part of this handbook can be provided initially in this program package since every school system varies as to the information that should be received by the new teacher. *It is intended for LPDCs and mentors to make sure that new teachers have the local information they need.*

The handbook is also a guide to information and materials that should be obtained either for new teachers or by new teachers with the assistance of their mentors. For example in the section which addresses purchasing procedures, LPDCs should obtain information from the local school systems in which new teachers will be working.

Mentors should make a concentrated effort to ensure that their protégés know how to complete all required forms. When mentors are completing forms for their own programs they should make sure their protégés know how to complete the same forms. Mentors should develop plans for making sure that protégés gradually learn to complete all necessary paperwork.

Much of the information that goes into the handbook is to be completed by the LPDC or mentors prior to new teachers receiving it. New teachers do not need the added burden of trying to locate such information when this can be done more efficiently by the LPDC or mentors. However, the LPDC and the mentors should periodically check with the new teachers to see that they are able to find, complete, and understand the material.

The parts of the handbook that will be completed by new teachers should be the ones that cannot be completed by the LPDCs or mentors and should serve as learning experiences for the new teachers. For example, the checklist on "people to meet" will be checked off by teachers, but the list will be provided in the handbook. Mentors may want to assist new teachers with this activity and other activities described in the teacher handbook.

Mentors should assist their LPDC and beginning teachers in keeping the teachers' handbook up-to-date. They should constantly search for new or updated items to be placed in the handbook for their particular school systems. Again, they should make sure that their protégés are collecting the information they need to complete their handbooks. Mentors will need to be extremely familiar with the contents of the handbook so that they can provide quality assistance to new teachers.

Beginning Teacher Peer Support Group

Teachers find that opportunities to exchange ideas and to discuss their roles as teachers can be rewarding and useful experiences. In this component of the program, a beginning teacher peer support group will be formed. A list of all new teachers in the system(s) with phone numbers will be distributed to each teacher. The group will consist of beginning vocational teachers who will meet on a regular basis without the attendance of administrators, mentors, or other personnel who are involved in the professional development program. A more detailed description of this group is provided in the beginning teacher handbook.

Mentors should encourage their protégés to attend these meetings. They should also encourage their protégés to keep the sessions upbeat and in a problem-solving mode and not to let the sessions degenerate into gripe sessions. Involvement in these groups helps to give the protégés a chance to discuss similar problems or situations and possibly work out solutions among themselves.

The LPDC will schedule and find a location for regular meetings. All meetings should be scheduled at the convenience of the beginning teachers. A different chairperson will be selected for each session so that no one teacher establishes power over the others. Topics for discussion should be solicited by the LPDC from the new teachers between sessions. Some possible topics have been provided in the beginning teacher handbook. The chairperson will be provided with a list of topics when he or she goes into the session with the understanding that the list serves only as a guide and that the new teachers should be allowed to take a "current issue" direction. The beginning teacher peer support group may wish to meet with experienced teachers periodically. This decision should be made within the peer group.

Systematic Administrator Support

Administrators should play a nurturing supportive role with both the mentors and the beginning teachers. As one administrator in the field test put it, "I am the cheerleader." They should do what they can to create conditions in which mentors can fulfill their roles and in which new teachers can succeed. Without the active support of the local administrators, the induction assistance program cannot succeed.

Workshops or individual meetings with administrators will be conducted by the LPDC early in the program to gain administrative support. The administrators' initial workshop will provide information on the purposes and procedures of the Professional

Development Program. It also will include a summary of the results of the research that has been conducted. The guides used in the program will be shared with the administrators at that time.

Periodic meetings will take place throughout the year with principals and administrators who have direct responsibility for the success of beginning vocational teachers. The LPDC, administrators, and mentors should also meet on a regular basis so that all will have the same expectations of the program. Frequent communications should take place between the mentors and administrators about the needs of the beginning teachers.

Administrators should be consulted when selecting mentors to assist beginning teachers. They also should be provided with ways they can be of assistance to both beginning teachers and mentors.

Mentors should solicit support and guidance from their administrators. They should help the administrators understand the role of the mentors and they should keep their administrators informed of the progress of their protégés and what they need to help to them succeed in their new teaching roles. *They should not provide evaluative information to anyone, including school administrators, about their protégès.* Administrators must understand the rationale for this nonevaluative style of communication from the onset of the program.

Series Of On-going Inservice Workshops

The research for this program led to an extensive list of inservice education needs of beginning vocational teachers (see the LPDC guide, appendix F). Prior to the scheduling of workshops for the beginning teachers enrolled in the Professional Development Program, their specific inservice education needs must be identified and prioritized. The list of identified training needs will serve as a basis for the LPDC to use in helping the beginning teachers to set their own priorities.

The inservice education workshops will be made available on an as-needed basis. The workshops should be short in duration and offered throughout the year. For instance, as opposed to a single three-day inservice workshop in August, there might be as many as a dozen two-to three-hour workshops scattered throughout the year. As in the case of the orientation, our research indicates that sensory overload often occurs when too much information is given to the beginning teacher too early in the first year (Heath-Camp & Camp, 1990). Workshops which are offered through other sources such as the school system should not be repeated unless beginning teachers need to have more information on the subject.

The LPDC should look to the mentors and professional organizations in his or her state for assistance with these workshops. The mentors have a wealth of experience and can offer a great deal of information to beginning teachers in group settings. Professional organizations often hold summer conferences and other meetings throughout the year that may be helpful to beginning teachers. The LPDC can work with these organizations to offer sessions that are consistently needed by all new teachers.

Certification Courses

There is usually a variety of certification patterns for new vocational teachers in each state. It will be the responsibility of the LPDC to keep up-to-date on certification requirements for each vocational teacher in each subject. The LPDC will arrange courses and other activities to meet the certification requirements and advise beginning teachers. However, mentors in the teachers' own subjects can be real assets in helping beginning teachers to become aware of courses, workshops, and other activities that can help beginning teachers become and stay certified. Mentors should assist beginning teachers in keeping accurate records of their certification needs.

Coaching In Reflection

Once teachers move past the phase of just trying to survive, they become more concerned about the effectiveness of their teaching and the impact they are having on their students. They begin to be concerned with what the students are really learning. During the research for this program, beginning teachers found that the opportunities they had to "reflect" on their teaching and other behaviors and to think about what they could do to improve were very worthwhile activities. This outcome prompted the inclusion of opportunities for beginning teachers to "reflect" on their behaviors as teachers during this Professional Development Program. Mentors can play a vital role in assisting beginning teachers in benefiting from these activities. Mentors should provide opportunities for their protégés to use reflective practices to think about how they can improve in their roles as teachers. Appendix E provides a list of reflective questions and other reflective practices that mentors may use with their protégés. There are also reflective activities provided for beginning teachers in the section "suggestions for success" in the beginning teacher handbook.

Professional Development Plan

It is very important for individuals to have some plan of action for their professional development-a plan to meet their immediate needs and help chart the future directions they wish to take. Success is dependent on being willing and prepared to take advantage of opportunities as they come along. The mentors and LPDC should assist teachers in progressing in their careers as far and as rapidly as they can. One way to assist beginning teachers is to help them think about their futures and how they will reach their goals. It is the role of both the LPDC and the mentor teachers to assist beginning teachers to identify their strengths, deficiencies, and future aspirations and to help them develop a plan to improve and reach their goals as competent educators. An outline for transcribing the professional development plan is provided in the beginning teacher handbook.

QUALIFICATIONS AND CHARACTERISTICS OF MENTOR TEACHERS

Mentors should have the following qualifications:

1. *Be competent master teachers.* Mentor teachers should be competent master teachers. They should be in the same instructional programs as their protégés and located in the same school. In some cases, the beginning vocational teacher may be the only teacher in the instructional area in the school. In such cases, it may be necessary for a beginning teacher to have two mentors: one mentor in another school for a subject-matter match and the second mentor in the same school for day-to-day activities.

2. *Have several years of experience.* Mentor teachers should have least five recent years of experience not only in teaching but also in other activities related to teaching. Such experiences might include being an advisor to a vocational student organization, involvement in professional organizations, committee work within the local school system, experience in mentoring or being buddy teachers, serving as cooperating teachers for student teachers, and performing in other professional leadership roles. Interested, recently retired teachers are an excellent source for mentor teachers.

3. *Be personable and committed.* Mentor teachers should have a sense of humor, be personable and caring, possess wisdom, and be committed to the teaching profession (Odell, 1990). The mentor teacher also should have a good rapport

with the rest of the faculty and the administration. He or she should be able to easily relate to the needs of beginning vocational teachers.

4. *Be Willing Participants.* Mentor teachers should be willing to devote considerable time and effort to beginning teachers by assisting with all aspects of teaching and the duties of being a teacher, coaching, observing and providing feedback (positive as well as negative), providing support, sharing information, giving guidance and leadership, assisting teachers with professional development, serving as role models, and just being friends to beginning teachers. In addition, mentor teachers should have compatible personalities with beginning teachers, patience, and sufficient time. Mentors should demonstrate selflessness and a willingness to help protégés grow to a point where they would have loved to have been in their early years of teaching. They should have a commitment to their programs, their roles, and the protégés' successes.

5. *Obtain mentor training.* Mentors should be willing to receive and put into practice training as mentor teachers. They should receive classes on communication skills, ways to give constructive criticism, clinical observation techniques, nondirective counseling techniques to use with protégés, and other topics as identified in Appendix F. Ideally, training should take place the year prior to the assignment as a mentor, if possible. Otherwise, training should begin prior to the start of the school year.

ROLE AND RESPONSIBILITIES OF MENTOR TEACHERS

Mentoring is more than just assigning an experienced teacher to a beginning teacher. Mentoring should be a nurturing process in which a more skilled and more experienced person serves as a role model, coaches, fosters, advises, and often becomes friends with another person who has less experience or skill.

Mentoring functions are carried out within the context of an on-going and caring relationship between mentor and protégé. The discussion of the role/responsibilities of the mentor will be carried out within the following topics of mentor/protégé relationships: the school system, curriculum and pedagogy, students, vocational programs, beginning teacher development, peers, meetings, and evaluation.

Mentor/Protégé Relationships

Developing the Relationship

As mentioned previously, it is important that mentors and protégés be compatible and develop friendships. Efforts should be made to have the initial meeting with beginning teachers in a comfortable relaxed atmosphere. It is recommended that potential mentors and beginning teachers meet before the match is made between mentors and protégés. Mentors in the field test of this program suggested that the mentors and protégés be of the same gender. They felt that this match would make for a more comfortable relationship without the potential problems that could develop from mixed-gender teams. This may or may not be feasible and can be left to the discretion of the mentors and their protégés, administrators, and LPDC.

Once matches are made, mentors and protégés should get to know something about each other as individuals without getting too personal. Protégés should feel comfortable coming to their mentors with any problems or concerns that they may be experiencing. It is of upmost importance that protégés believe their mentors are serving as friends, confidants, and listeners. It is critical that mentor teachers refrain from being judgmental regarding beginning teachers' competence and abilities to handle their own problems or concerns. The relationships should maintain mutual feelings of trust and confidence between mentors and protégés. Beginning teachers should at no time think that their mentors are evaluating them for the purpose of feeding information back to their administration. The mentors' mission is to be helpful to their protégés and not to appear as critics. Therefore, it is important that mentors provide positive feedback to their protégés on a regular basis. However, should the protégés require constructive criticism, this also should be given in a nurturing and caring manner.

Counseling and Moral Support

There will be times when beginning teachers will have low points in their first year of teaching. Our research revealed that beginning teachers begin in a fantasy stage but that they soon hit reality and the survival stage at least by October. Stress stays at a high point throughout the school year and new teachers need support and positive feedback as the school year moves along. Mentors are close to beginning teachers and have the best opportunities to determine when highs and lows hit their protégés. As one mentor in the study said, "Being in the role of a mentor has helped me become more aware and sensitive to the needs of a beginning teacher." Mentors need to look for signs and provide positive strokes when appropriate and sympathetic ears as needed.

Coaching the Protégé

A coach can be thought of as a private tutor who is preparing or assisting in the preparation of another individual to do a task or series of tasks. Mentors serve in this role by assisting new teachers to learn whatever they need to learn to become competent as teachers. At times this will consist of actually teaching and at other times it will be simply "showing the way" or encouraging new teachers to pursue and follow through on necessary activities. Mentors must be available for coaching as frequent as possible. Mentors should make time available on a daily basis for their protégés.

In summary, the responsibilities of mentors when developing the mentor/protégé relationship include the following:

1. Take the initiative to develop the friendship.
2. Hold the initial meeting in a comfortable relaxed atmosphere.
3. Refrain from being judgmental.
4. Maintain a mutual feeling of trust and confidence.
5. Do not provide evaluative information back to the administration.
6. Try to determine your protégé's highs and lows and provide support and praise.
7. Be a coach to your protégé by assisting him or her to learn what he or she needs to know to become a competent teacher.
8. Encourage your protégé to pursue and follow through on necessary activities.
9. Make time for your protégé and be accessible.
10. Provide positive feedback to your protégé.

School System

Orienting the Beginning Protégé

The Professional Development Program will provide a comprehensive orientation program for the beginning teachers. However, there will be times when the moment will call for help on knowing what to do when a situation occurs. It will be the role of mentors to be close at hand to assist beginning teachers in completing forms, advising who to go to for requests, and providing other information that the "new kid on the block" simply does not know. There are always "unwritten" traditions (such as a traditional day for wearing school colors), procedures, and things you "just do" or "don't do". Mentors also can provide important information that may or may not be in writing such as environmental factors, potential problems, and ethnic relations in the school. Experienced teachers are key people who can fill new teachers in on these types of socialization facts.

Mentors also should monitor new teachers' progress with their *Beginning Vocational Teacher Handbook* to make sure they are locating the information that needs to be obtained for the handbook and completing the activities. In addition, mentors should periodically check with new teachers to make sure that they are understanding all the information that is in the handbook. As mentioned previously, a schedule for making sure the protégés are getting and understanding the information should be developed.

Policies and Procedures of the School

Most of the policies and procedures of the school system should be located in the *Beginning Vocational Teacher Handbook* or a handbook that is provided to all teachers in the system. Mentors need to be sure that beginning teachers understand them. However, some unwritten policies and procedures may need to be shared with beginning teachers. For example, a secretary may have his or her own procedure for writing checks for vocational student organizations, but it may not be in writing.

Forms and Reports

The *Beginning Vocational Teacher Handbook* should have all the forms and reports required by the school, school system, and state department of education and completed samples. Mentors should complete sample forms for their protégés. There will still be questions about how to complete the forms, and new forms appear throughout the school year. New teachers may have difficulty keeping up with due dates. Each time mentors complete a report that they know new teachers must also submit, mentors should check with the new teachers to see if they need any help, if only as a reminder to submit the report. As an example, mentors may save new teachers from being late with their students' registration fees for a state conference.

Attendance and Grade Books

Keeping attendance and grades can be a nightmare for new teachers. Usually, little attention is paid to these activities in teacher education programs and teachers coming from industry have no idea of how to begin these tasks. This is an area in which mentors need to pay special attention to make sure that beginning teachers understand how to complete these tasks. New teachers also may need assistance with how to compute grades, how many grades to give to make up a term grade, when grades are due, how to post grades, and how to justify a grade to a student or parent.

In summary, the responsibilities of mentors when helping their protégés work with the school system include the following:

1. Be "on call" when your protégé needs assistance on where to go for help or on how to fill out forms.
2. Inform your protégé about unwritten traditions and other needed information.
3. Monitor your protégé's progress with his or her beginning vocational teacher handbook.
4. Make sure that your protégé understands the policies and procedures of the school, including the unwritten ones.
5. Protect your protégé from mistakes.
6. Help your protégé keep up with due dates.
7. Assist your protégé with developing grade books, figuring grades, and keeping records.
8. Assist your protégé, if needed, on keeping up with submitting grades, posting grades, and justifying grades should the occasion arise.
9. Assist your protégé when completing all of the activities described in the beginning teacher handbook.

Curriculum and Pedagogy

Curriculum and Lesson Planning

The amount of information that beginning vocational teachers need to know about curriculum and lesson planning depends on a number of factors. The teachers may be teacher-education graduates with solid backgrounds in curriculum or may have learned very little about curriculum. They may have had an opportunity to learn and do many lesson plans or may have just winged it during their student teaching experiences and know very little about good planning and strategies for delivering curriculum. On the other hand, mentors may have protégés who (1) are teaching in the areas in which they hold degrees but have had no teacher preparation, or (2) entered teaching directly from industry with little or no formal education beyond high school. The new teachers may not even know the meaning of curriculum or have any idea of how to begin planning a lesson or delivering instruction. Obviously, the first step is to assess the protégés' knowledges and skills pertaining to curriculum as well as planning and delivering lessons.

At the beginning of the assessment, mentors should have informal discussions with their protégés to determine their levels of knowledge. Mentors should try to get their protégés to identify areas of need. Appendix C provides a list of questions that can be used by mentors when assessing beginning teachers' levels of knowledge. In addition to this activity, mentors will want to observe novice teachers in the classroom and make suggestions that will enhance lesson delivery.

Having determined beginning teachers' levels of competence in planning and delivering lessons, mentors should offer assistance where needed-assistance such as sharing materials, offering a procedure and format for planning, and looking over lessons developed by protégés. Mentors should supply their protégés with the school's lesson plan forms and should let their protégés review their lesson plans. In addition, mentors will want to use the resources of their Professional Development Centers (PDC) and the services of their LPDCs to assist their protégés. The PDC should at least contain the state curriculum guide for each service area and other resources. The PDC should also contain materials that will help beginning teachers with lesson planning and delivery.

Advice on Observations of Other Teachers.

One of the best ways to learn to do something well is to observe closely and reflect on the activities performed by other people doing a good job of it. New teachers should be directed to observe competent teachers teaching and to look for specific behaviors exhibited by the teachers. Mentors can be an asset by allowing their protégés to observe the mentors teaching and by making arrangements for their protégés to observe other teachers in various disciplines, with various age groups, students, and teaching styles. Mentors should go with their new teachers for the first few observations and follow the observation sessions with positive discussion sessions on what was observed. Beginning teachers should take time to make these observations frequently and take thorough notes on what they are observing. See appendix D for observation forms. Also, see the beginning teacher handbook for a set of questions that can be used when observing experienced teachers.

Feedback on Teaching

Mentors should make frequent observations of their protégés' teaching. In the beginning, weekly or at least biweekly observations would be appropriate. Later, mentors may find that more or fewer observations are needed. Observations should be spaced according to the needs of the beginning teachers. Immediately after each observation, the mentors should provide constructive feedback and positive strokes to their protégés. The observations and feedback should never be conducted in a threatening way. The purpose of this activity is to assist beginning teachers, not to place more stress on them.

A number of forms are available to provide structure for teacher observations. The school system may have a form which can be used, or mentors may prefer to use the form provided in appendix D. Mentors should keep their LPDCs posted on the progress of their protégés, again, not for the purpose of evaluation but for the purpose of making sure new teachers are getting the help they need.

On the other hand, mentors and protégés may also wish to use their school system's formal evaluation instrument, if one is available. This activity provides a nonthreatening environment in which protégés can learn what will be evaluated and recorded in their file.

Coaching in Reflection.

Reflection is thinking purposefully and intently about something that has happened or about one's own behavior. When a person reflects as a natural process, it usually is done with the purpose of deciding if the right action was taken and to question if there is a better way. Reflection, as used in this Professional Development Program, involves focusing the novice's thinking on his or her behaviors in a given situation-whether it be teaching, handling a student behavior problem, or any other situation that might occur in the teaching role.

Reflection about teaching behaviors might involve a series of questions novices must answer about their behaviors in their classrooms or laboratories. Mentors should purposefully set up situations that would cause reflection on the part of the beginning teachers. For example, reflection should be part of the follow-up discussion after observations. Mentors could point out behaviors and lead their protégés through a process of reflection. Periodically mentors should videotape their protégés during observations of teaching and let them view the tape privately to "reflect" on their teaching (see appendix E).

Reflection cannot be a simple cookbook process, but a few simple questions can be helpful. Appendix E provides some examples of ways to structure the reflective process. These questions also are provided in the beginning teacher handbook.

In summary, the responsibilities of the mentors when working with their protégés on curriculum and pedagogy include the following:

1. Assess the knowledge and skill of your protégé to determine his or her ability to plan and deliver lessons.
2. Observe the protégé when teaching and make suggestions that will enhance lesson delivery.
3. Offer assistance in providing materials and reviewing lesson plans.
4. Use the resources of the Professional Development Center to assist your protégé with lesson planning and delivery.
5. Allow your protégé to observe your teaching.
6. Help your protégé to select other teachers to observe.
7. Give frequent feedback on your protégé's teaching, both constructive and positive.
8. Keep the LPDC posted on the progress of your protégé.
9. Provide your protégé with questions he or she can ask him or herself about his or her behaviors in the classroom or laboratory.
10. Purposefully set up situations that will cause reflection on the part of your protégé.

11. Videotape your protégé.

12. Let your administration know if your protégé needs anything or further assistance.

Students

Student Data

Beginning teachers probably will not know where to find information about students or how to use the information. In addition, they do not know what types of information are kept on students. Guidance from their mentors can be very helpful to them as they try to learn about each of their students. Mentors should take their protégés to the guidance counselors and any other personnel who may have student data. They should ask them to share the types of information that are kept on students and describe how the information can be used. Beginning teachers and teachers new to the system should become familiar with the various student forms used by their particular school systems.

Mentors should help their protégés develop competency records which are kept on students by vocational teachers. Teachers often set up their own files on students and could use assistance from their mentors in designing their file systems.

Student Problems

The research for this program showed the school system and the students as the two major sources of problems for beginning teachers. The student problems are not only confined to student discipline problems but also pertain to personal problems, motivation, and home problems. Most beginning teachers, regardless of age, have not been prepared as counselors and disciplinarians and simply are not ready for the student problems they encounter.

Mentors have had much experience in this area and can be real assets to beginning teachers in helping them to deal with student problems. Often mentors can consult with their protégés to provide advice in working through their problems. Other times protégés must act quickly and decide later if they made the right choice. This again is a golden opportunity for mentors to use reflection to determine if there is a better way to handle such problems when they occur again.

In summary, mentors' responsibilities in assisting protégés with their students are as follows:

1. Introduce your protégé to the guidance counselor and any other personnel who may have student data.
2. Show your protégé how to use student data.
3. Help your protégé deal with and work through student problems.
4. Help your protégé to use reflection to determine if there is a better way to handle student problems.

Vocational Program

Vocational Student Organization

Most teacher-education graduates are familiar with vocational student organizations (VSOs) and in particular with the organizations that are part of their own programs. However, teachers who are certified through alternative routes may have little or no knowledge of the organizations and how to be an advisor. Since teacher-education programs usually have very little time to spend on student organizations, both groups of teachers will need assistance in this area.

Beginning teachers need to know how to obtain up-to-date handbooks and materials for their discipline-related student organizations (see the VSO directory in the VSO section of the *Beginning Vocational Teacher Handbook*). Teachers also need to know how to organize, advise, and manage VSOs. Mentors can assist their protégés with learning these tasks, helping them realize the opportunities available for student involvement, and suggesting to them how VSOs can serve as an excellent motivational tool.

Obtaining Resources

The Professional Development Center should have a wealth of resources that can be of assistance to teachers. However, beginning teachers should build their own libraries. Mentors can assist by identifying the major publishers for the subject area, helping new teachers get on publishers' mailing lists, and advising on various ways to obtain materials from industry and other sources. Mentors also should help their protégés get copies relevant curriculum materials that are available from the state. Often, experienced teachers have found many ways to get needed materials. Sharing these kinds of "tricks of the trade" can save beginning teachers much frustration over not having resources they need.

Community and Business Personnel

The beginning vocational teacher handbook includes a section on procedures and ideas for working with the community. Mentors should review this section and identify areas in which they can assist their protégés. In addition, there is no better way to get into the business community than through someone you know. Mentors should introduce their protégés to everyone in the business community who can benefit the vocational program. Mentors should create situations where their protégés can have more contact with key business personnel than just brief introductions-situations such as taking their protégés to organizational business meetings; Chamber of Commerce meetings; advisory group meetings; churches; clubs; golf tournaments; card parties; and other business, community, and social events.

Advisory Committees

The beginning vocational teacher handbook has information for new teachers on how to work with advisory committees. In addition to this information, there is nothing more valuable to new teachers than working with pros who have done an excellent job with advisory committees. Whether the advisory committee is discipline-specific, county-wide, or across-the-board vocational education, mentors can be a asset in helping their protégés to learn the value of advisory committees and making them an asset to the vocational program.

A summary of mentors' responsibilities in assisting protégés with their vocational programs are as follows:

1. Provide or help your protégé find handbooks and materials for his or her VSO.
2. Assist your protégé with learning to organize, advise, and manage a VSO.
3. Help your protégé to realize the opportunities for students in the VSO.
4. Assist your protégé in identifying the publishers for his or her instructional area.
5. Help your protégé get on publishers' mailing lists.
6. Help your protégé to identify other ways to get resources.
7. Review the sections on the business community and advisory committees in the beginning vocational teacher handbook and determine ways to help your protégé in this area.
8. Introduce your protégé to business personnel.

9. Help your protégé to learn how to organize and work with advisory committees.

10. Help your protégé to know the value of advisory committees.

Beginning Teacher Development

Professional Development

During the Professional Development Program, mentors and LPDCs should assist each beginning teacher in developing a professional development plan. (Refer to the "Professional Development Plan" in the *Beginning Teacher Handbook*) . This helps new teachers to identify areas in which they need work; provides an opportunity for new teachers to think about the future and their professional goals; identifies ways to enhance novices' educational development; identifies opportunities for professional development; and provides for involvement in local, state, and national organizations. When attending conferences and conventions, mentors should make an effort to introduce their protégés to others in the field and to point out opportunities in which protégés can be involved. Mentors should be careful in advising protégés to pace themselves when volunteering for activities and to avoid over committing their time.

Areas in which planning may take place include the following:

1. Certification requirements and plans for meeting them.
2. Strengths as a teacher and how to build on the strengths.
3. Deficiencies as a teacher and how to correct them.
4. Educational goals and how to attain them.
5. Professional organization involvement.
6. Short-term, intermediate, and long-term goals and strategies for reaching them.

See appendix H and the Beginning Teacher Handbook for further discussion on plan development. Each beginning teacher will have a copy of the Beginning Vocational Teacher Handbook. That document includes a section on the professional development plan. As a mentor, you should become aware of what that section says.

Time Management

Time management seems to be a skill that is difficult for many people to implement effectively. With all the activities in addition to teaching that are expected of a vocational teacher, it is not surprising when new teachers have problems managing their time. This often comes from not knowing how to set priorities. Mentors can be a great deal of help to their protégés in deciding what is important and what must be done to be effective teachers and to keep their programs operating smoothly. Mentors can provide insight as to the activities that carry the most weight in their particular schools. They also can help the new teachers to learn when to say "no" and how to identify activities that consume time unnecessarily. The LPDC should provide seminars on time management, and materials on time and stress management should be maintained in the Professional Development Center.

A summary of mentors' responsibilities in assisting protégés with their professional development is as follows:

1. Assist your protégé to develop a professional development plan.
2. Introduce your protégé to others at meetings and conferences.
3. Advise your protégé to pace him or herself when getting involved in extra activities.
4. Help your protégé learn to set priorities.

Peers

School Personnel.

One of the activities in the beginning vocational teacher handbook is for beginning teachers to meet the relevant personnel in the school: secretaries, administrators, custodians, and others. It would be helpful to beginning teachers for the mentors to assist them with this task since the mentors will know the people and where they are located.

Other Teachers.

It is very difficult for one person to learn a large number of new individuals by name and to remember what they teach. The handbook should have a list of teachers and their subjects, but it would be helpful if the mentors periodically reminded their protégés of teachers' names and subject areas as they meet them. Mentors also may provide new teachers with a school yearbook that contains pictures of the faculty and staff. This helps the protégés to put names and faces together.

Because of the nature of many vocational teachers' jobs and class schedules, it is often difficult for them to take advantage of times such as lunch, before school, and planning periods to interact with other teachers. The mentors should help beginning teachers to arrange for occasions where interactions can take place with other teachers. Much can be learned from other experienced teachers and positive relationships with peers can improve the image of the vocational program. In addition, teachers often exchange services for one another, but new teachers need to beware of others who consume their time without reciprocation.

A summary of the mentors' responsibilities in assisting protégés with his or her peers is as follows:

1. Introduce your protégé to relevant personnel.
2. Help your protégé to fit names with faces.
3. Provide occasions where your protégé can interact with other teachers.
4. Advise your protégé on teachers who exchange services.

Meetings

Mentor/Protégé Meetings

Mentors should be prepared to offer assistance to their protégés as needed. There also should be planned meetings on a regular basis to discuss protégés' concerns and needs. There always should be follow-up meetings immediately after mentors have completed observations in order to provide feedback to the protégés. Again, these meetings should not take evaluative stances but should be both informative and encouraging for the improvement of the protégés' instruction.

Mentor/LPDC Meetings

Mentors will be expected to meet with the Local Professional Development Coordinator on a regular basis. They should be prepared to identify, discuss, or assess concerns, ways they can help the novices, program progress, topics that should be covered in workshops, and the progress of the beginning teachers.

Mentor/LPDC/Protégé Meetings

There also will be regular meetings of the mentors, LPDC, and the protégés. One activity that will take place will be to help the protégés develop their professional development plans. The protégés' progress should be discussed and suggestions should be made to help make the protégés' job easier. The protégés will be given an opportunity to discuss their concerns or to ask questions if any additional assistance is needed.

A summary of mentors' responsibilities in assisting protégés with meetings is as follows:

1. Hold regular meetings with your protégé to discuss his or her concerns and needs.
2. Always hold a feedback meeting after you have observed the protégé.
3. Meet with the LPDC on a regular basis.
4. Meet with the LPDC and your protégé on a regular basis.

Program Evaluation

As the year progresses, mentors should periodically evaluate the Professional Development Program and provide the LPDC with suggestions for revisions. This program serves as a guide for implementing a program for the professional development of beginning vocational teachers. This program is not an infallible answer that will meet every teacher's and every school system's needs. Each school system or consortium of systems must take these materials and adapt them to their own needs. The intent of these materials is to provide a good foundation. It is up to the mentors and the Local Professional Development Coordinators to build a sturdy program structure using this model as a foundation.

MENTOR TRAINING

Many mentoring programs have failed because of a lack of preparation or improper preparation of the mentors. Mentors must be willing to attend training sessions. Often the assumption is made that if experienced teachers are assigned to work with beginning teachers that the mentors will naturally know what assistance is needed by the beginning teachers and will be devoted to spending the time to assist their protégés. It is also quite often assumed that an orientation and answering occasional questions is all that is needed of mentors. Certainly that much assistance would be helpful to new teachers, but mentoring goes far beyond that as this guide has already made clear. Structured training should take place for the mentors (Odell, 1990), and mentors should be carefully matched to their protégés.

It is suggested that mentors be prepared the year prior to the fall they will become mentors, and each year eligible experienced teachers should be prepared to become mentors. This will provide a cadre of prepared mentors from which to draw as new vocational teachers are hired each year in the summer and fall. The teachers will be ready to become mentors and will not be receiving their initial training at the last minute or after the academic year begins. During the year the mentors serve, they should have updated inservice education and problem-solving sessions throughout the year.

The previous discussion on the responsibilities of a mentor probably generated a lot of questions as to how one goes about assisting the beginning teachers in these areas. The training that will take place for mentors is designed to help the mentors meet those responsibilities. A list of suggested topics for mentor training can be found in Appendix F.

APPLICATION FOR MENTORSHIP

As defined earlier, a mentor teacher is an experienced, competent, teacher who is willing to support, coach, nurture, and guide an inexperienced teacher in becoming a professional teacher. A mentor is one who is willing to provide a positive influence for a beginning teacher. Mentoring is an extremely important component of this Professional Development Program. It is expected that mentors take this role seriously and be willing to receive training in the art of mentoring and devote the time and effort necessary to help teachers who are just beginning their teaching careers. The guidance and assistance provided by mentors can make a difference in the happiness and job satisfaction of beginning teachers and it also can make a difference in whether beginning teachers stay in the profession (Odell, 1990). We hope that you are willing to share your teaching experiences and to make this commitment to beginning teachers. We are confident that you will find mentoring a rewarding and self-improving experience (see Appendix G for a sample application form).

For additional assistance with mentoring of vocational teachers, contact Betty Heath-Camp or William G. Camp at Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 24061-0254, (703) 231-8189 or 8188.

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APPENDIX A

Sample Calendar of Events for Mentors

The following is the list of events for mentors that should take place throughout the year. You as a mentor should develop a calendar of when you will be scheduling or attending these activities:

February

- Potential mentors should be identified in February and March prior to their mentoring assignments

March

- Identification of mentor teachers
- Mentor teacher inservice education begins

April

- Mentor teacher inservice education continues

May

- Mentor teacher inservice education continues

June

- Mentor teacher inservice education continues

July

- As new teachers are hired, mentor teachers should be selected by the LPDC and administrators for the coming year
- Released time and salary supplements, if available, should be communicated to mentors
- Mentors assist the LPDC to compile the beginning vocational teacher handbook

August

- Mentors will continue to be assigned to new teachers as they are hired
- Attend new teachers' orientation sessions if requested
- Obtain an updated list of the Professional Development Center resources

- Visit Professional Development Center to update yourself on resources
- Work with the LPDC in setting up a schedule for mentor/teacher meetings
- Attend a meeting with the LPDC and beginning teacher
- Report your mentor/protégé relationship (ongoing throughout the year)
- Obtain needed information/resources as needed (ongoing throughout the year)
- Communicate with administration about mentoring component of the professional development program

September

- Mentor teacher observation of new teacher (once a week or at least every other week)
- Meet with new teacher after each observation and as needed; many encounters will be on an informal basis
- Meet with protégé and LPDC as scheduled throughout the year and on an as-needed basis
- Follow-up with your new teacher to see that the new teacher is able to complete all parts of the handbook (ongoing throughout the year)
- Monthly mentor inservice education and program update
- Meet with LPDC to provide feedback on the program
- Monthly evaluation of program
- Assist the beginning teacher throughout the year to schedule opportunities for him/her to participate in activities that will allow him/her to reflect on his/her teaching activities

October

- Mentor teacher inservice education and problem-solving session
- Mentor teacher observation of new teacher (once a week or at least every other week)
- Mentor and new teacher meet after each observation and as needed
- Mentor teacher, beginning teacher, LPDC meet

- Begin developing the teacher's professional development plan
- Meet with LPDC to provide feedback on the program
- Monthly evaluation of program

November

- Mentor teacher inservice education and problem-solving session
- Mentor teacher observation of new teacher (once a week or at least every other week)
- Mentor and new teacher meet after each observation and as needed
- Mentor teacher, beginning teacher, LPDC meet
- Meet with LPDC to obtain feedback on the program
- Monthly evaluation of program

December

- Mentor teacher inservice education and problem-solving session
- Mentor teacher observation of new teacher (once a week or at least every other week)
- Mentor and new teacher meet after each observation and as needed
- Mentor teacher, beginning teacher, LPDC meet
- Meet with LPDC to provide feedback on the program
- Monthly evaluation of program

January

- Mentor teacher inservice education and problem-solving session
- Mentor teacher observation of new teacher (once every two weeks or at least once a month)
- Mentor and new teacher meet after each observation and as needed
- Mentor teacher, beginning teacher, LPDC meet
- Meet with LPDC to provide feedback on the program
- Monthly evaluation of program

February

- Mentor teacher inservice education and problem-solving session
- Mentor teacher observation of new teacher (once every two weeks or at least once a month)
- Mentor and new teacher meet after each observation and as needed
- Mentor teacher, beginning teacher, LPDC meet
- Meet with LPDC to provide feedback on the program
- Monthly evaluation of program
- New mentors are identified to be added to the cadre of mentors

March

- Mentor teacher inservice education and problem-solving session
- Mentor teacher observation of new teacher (once every two weeks or at least once a month)
- Mentor and new teacher meet after each observation and as needed
- Mentor teacher, beginning teacher, LPDC meet
- Meet with LPDC to provide feedback on the program
- Monthly evaluation of program
- New mentors are identified and inservice education begins

April

- Mentor teacher inservice education and problem-solving session
- Mentor teacher observation of new teacher (once every two weeks or at least once a month)
- Mentor and new teacher meet after each observation and as needed
- Mentor teacher, beginning teacher, LPDC meet
- Meet with LPDC to provide feedback on the program
- Monthly evaluation of program
- New mentor inservice education

May

- Mentor teacher inservice education and problem-solving session
- Mentor teacher observation of new teacher (once every two weeks or at least once a month)
- Mentor and new teacher meet after each observation and as needed
- Meet with LPDC to provide feedback on the program
- Mentor teacher, beginning teacher, LPDC meet (evaluation of progress of the new teacher for the year according to professional development plan
- New mentor inservice education

June

- Mentor teacher meets with new teacher to conclude year and plan for coming year
- Review the professional development plan
- Mentor teacher, beginning teacher, LPDC meet to discuss professional development plan for the next year
- Meet with LPDC to provide feedback on the program
- Complete a year-end evaluation of the professional development program
- New mentor inservice education

July

- Repeat calendar

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APPENDIX B

Professional Development Center Resources

There is a separate guide which identifies resources for the Professional Development Center. The guide is entitled *Professional Development of Beginning Vocational Teachers: Suggested Resources for the Professional Development Center* (Camp, Heath-Camp, & Adams, 1992).

Some or all of these resources should be available at the Professional Development Center. Others should be added to the list as the need arises. The selection of resources that can be found in your PDC will be up to your LPDC, mentors, and the needs of teachers.

Your LPDC will provide you with the location of the PDC and the hours the PDC is available to teachers.

Location of PDC ______________________________

Street Address ______________________________

City/State/Zip ______________________________

Phone ____________________

Coordinator's Name ____________________________

Hours Open________________________________

____

APPENDIX C

Assessment of Beginning Teacher Knowledge Form

Directions: Use this form to guide you when assessing your protégé's level of knowledge regarding teaching and teaching responsibilities.

1. Has your protégé ever taught in a formalized setting? If so, when did he or she teach and how much practical experience does he or she possess?
2. What subjects and levels has your protégé taught in the past?
3. Does your protégé know the components of a lesson plan?
4. Does your protégé know how to construct a lesson plan? And, what lesson plan format does he or she currently use?
5. Does he or she feel comfortable developing lesson?
6. Has your protégé ever made his or her own transparencies?
7. Does your protégé know how to use copiers, duplicators, and other equipment?
8. Does your protégé have any experience with vocational student organizations? If so, how much experience does he or she have?
9. Has your protégé ever used a grade book to keep track of student grades or know how to weight grades?
10. Does your protégé know how to initially set up a grade book?
12. Does your protégé understand how to calculate student grades?
13. Can your protégé demonstrate the grading procedure he or she will use?
14. What is your protégé's attitude towards his/her teaching assignment?
15. What can be expected at parent-teacher conferences?
16. If the protégé is from industry, what is his/her background, years of experience, etc.
17. What is the protégé's experience with using a computer?

SUGGESTION: Develop a semester plan for assisting your protégé each semester.

APPENDIX D
Teaching Observation Form # 1

Teacher's Name: ______________________ Grade Level: ______________

Mentor's Name: ______________________ Class Period: ______________

Date: _____ Subject: __________________ Lesson Topic: ______________

Directions: Did the teacher display the behavior? Check Yes or No
If yes, evaluate how effectively the teacher displayed the behavior.
Rating Scale: E = Excellent, G = Good, F = Fair, P = Poor

The teacher:

		YES	NO	E	G	F	P
1.	reviews specific objectives of lesson and relates material to be covered to previous lessons	___	___	4	3	2	1
2.	develops student interest in the lesson at the beginning of the class period	___	___	4	3	2	1
3.	displays enthusiasm for the content of lesson	___	___	4	3	2	1
4.	raises questions that stimulate thinking, encourage discussion, and assess student understanding	___	___	4	3	2	1
5.	encourages and rewards student contributions to class discussion	___	___	4	3	2	1
6.	provides "real world" examples each time a major idea or concept is presented to students	___	___	4	3	2	1
7.	lesson content is accurate and up to date	___	___	4	3	2	1
8.	uses appropriate teaching methods	___	___	4	3	2	1
9.	Equipment is used properly & to best advantage	___	___	4	3	2	1
10.	reviews major points covered during the lesson near the end of the class period	___	___	4	3	2	1
11.	uses a method of evaluation to assess learning	___	___	4	3	2	1

Adapted from an Evaluation instrument developed by Drs. Barry L. Reece, Robert Berns, and Betty Heath at Virginia Tech, Blacksburg, VA.

Teaching Observation Form # 2

Teacher's Name: ______________________________ Grade Level: ________________

Mentor's Name: ______________________________ Class Period: ________________

Date: _______ Subject: ______________________ Lesson Topic: ________________

Directions: Circle the appropriate responses.
Rating Scale: P = Poor, G = Good , F = Fair, E = Excellent

1. **Preparation for Class:**
   - a. The teacher had planned the lesson in advance **P F G E**
   - b. Written lesson plans were complete, logically organized, and based upon an accurate assessment of student needs and abilities. **P F G E**
2. **Arousing and Maintaining Interest:**
   - a. The teacher aroused the interest of the students in the lesson. **P F G E**
   - b. The teacher maintained the interest of the students in the lesson. **P F G E**
3. **Questioning:**
   - a. The teacher used a variety of questions to obtain student participation in the lesson. **P F G E**
   - b. The teacher's questions helped students think & reason. **P F G E**
   - c. Teacher responded to student questions in positive way that enhanced learning. **P F G E**
4. **Use of Instructional Materials:**
   - a. The teacher selected appropriate instructional materials (audio-visual equipment, charts samples films, reference books, pamphlets, chalk-board, transparencies, etc.) for the lesson. **P F G E**
   - b. The teacher effectively used the selected instructional materials. **P F G E**

Developed by W. G. Camp, Agricultural Education, Virginia Tech, Blacksburg, VA

APPENDIX E

Questions and Evaluation for Reflective Practices

Have your protégé use the questions below to guide him or her when participating in a reflective evaluation of his or her teaching and job related experiences. These questions are suggestions and you probably do not want to go through all of the list in any given session. Allow your protégé sufficient time to reflect on his or her answers. This may be done with the mentor and protégé together or the protégé may wish to do these reflection exercises alone. It is desirable for both situations to occur.

1. What significant events happened today?
2. Did you have any problems? If so, what were they?
3. How did you solve the problems you experienced. Was it a good strategy? How might it be improved?
4. What, if anything, can be done to avoid these problems in the future?
5. Who could you go to or contact to help you solve these problems?
6. What have you learned about teaching today and during this week?
7. Did you accomplish what you had planned to accomplish? If not, what kept you from doing so?
8. What part of the lesson did you feel good about?
9. What would you do differently in the lesson next time?
10. How can I, as your mentor, be of assistance?
11. What was the best thing that happened to you today and during this week?
12. Overall, how do you think you are doing?
13. Where in your teaching might you make improvements or changes?
14. How do you honestly feel about teaching?

Video Taping and Reflection

Beginning teachers should have the opportunity to be videotaped during their teaching. Videotaping at least once a month would give them the opportunity to watch how they are doing in the classroom over time. They should take the tape home or to a place where they can watch it alone (if they choose) and use the provided evaluation forms to critique their own teaching. Videotaping gives them an excellent opportunity to watch their behaviors and teaching styles in the classroom.

The mentor teacher, LPDC, or actually anyone can do this videotaping for beginning teachers. If the beginning teachers feel uncomfortable or pressured with this practice, then of course it should not be done. They should be given the tape upon completion of the taping and be assured that the tape is for their eyes only and will not be requested for any type of evaluation. Of course they may request that someone else critique it if they wish.

Another practice which may be helpful for beginning teachers is for them to tape record their own lessons and later listen to how they are speaking and delivering their lessons. They can place the tape recorder where it cannot be seen and therefore they will be less conscious of being taped. Again, this practice gives them an opportunity to reflect on their verbal behaviors in the classroom.

APPENDIX F

Inservice Education Topics

When determining topics for mentor teacher training, LPDCs should use a research-based list as a starting point. Mentor teachers should be given the basics in their initial training. The attached list of priorities as determined by the field test teachers can provide what those basics should be. Throughout the year they are mentoring, mentor teachers should be given the opportunity to provide input based on their needs and to prioritize the sequence of their training sessions.

Mentor Training Topics
Determined in the Research for the Professional Development of Beginning Vocational Teachers

- Introduction to the Professional Development of Beginning Vocational Teacher Program and the role of the mentor
- Developing the mentor/protégé relationship
- Providing orientation to the protégé
- Assessing the needs of the protégé
- Counseling and coaching the protégé
- Scheduling observations, meetings, and training
- Assisting the protégé with forms, reports, and other duties as a teacher
- Observing the protégé and providing feedback
- Providing the protégé with observation skills
- Assisting the protégé on a daily basis
- Assisting the protégé to improve instructional skills
- Providing the protégé with the skill of reflection
- Helping the protégé work through student problems
- Assisting the protégé with professional development and in developing a professional development plan
- Assisting the protégé with the activities in the *Beginning Vocational Teacher Handbook*
- Providing a support system for the protégé
- Working with the administration as a mentor
- Working with university faculty as a mentor
- Assisting the protégé in working with business community
- Assisting the protégé with time and stress management

Priority Inservice Education Needs for Mentor Teachers Determined During the Field Test of the Professional Development Program for Beginning Vocational Teachers

Priority	Subject of Inservice Education
1	Explanation of the expectations and goals of the professional development program for beginning vocational teachers to include the specific responsibilities of the mentor. Should also include a review of the mentor guide and the responsibilities of the protégé.
2	Communications. Training on communications skills with protégés, administrators, mentors, students, and community to include how to meet business resources and contacts and how to work with the administration as a mentor
3	Evaluation. Conducting classroom evaluation/observation techniques and how to give constructive feedback when meeting with the protégé following an observation
4	Review of problems of beginning teachers through research and from recent beginning teachers. Techniques on counseling the protégé and dealing with their personal problems
5	How to help the protégé handle discipline
6	Time and stress management training for the mentor and for the mentor to help the protégé
7	Ways to help provide a support system for the protégé and to develop a cordial relationship with the beginning teacher so that he/she does not feel threatened or pressured
8	Ways to assist the protégé to improve instructional skills
9	Teaching the protégé the skill of reflection
10	Assisting the protégé with school regulations and organization of reports
11	Resources available to both the mentors and the protégé
12	Techniques in dealing with special students and their teachers

Other Topics Suggested by Field Test Mentors for Mentor Training

(Provided in no Particular Order)

- Role play of an experienced mentor and a protégé on various interactions they would have during the school year
- Teaching the protégé the cooperative teaching techniques with the "World Class 2000" model
- Teaching the protégé how to develop good student organizations
- Assisting the protégé with the activities in the beginning vocational teacher handbook
- Assisting the protégé with developing a professional development plan
- Providing the protégé with socioeconomic background of their students
- Helping the protégé to deal with violence in the classroom or on school property

APPENDIX G

Mentor Application

School Year 19____-____

Name ________________________________ Male ____ Female ____

Social Security # ________________________________

School ____

School Address ____

City/State/Zip ____

School Phone _______________ Home Phone ________________

Vocational Subject ______________________________________

Years of Teaching Experience ___________

Other Professional Experience related to teaching (Mentor to other teachers, Advisor to VSO, Offices, Committee Work, Student Teacher Supervisor, etc.):

____

____

____

____

____

Is there a beginning teacher that you are particularly interested in mentoring? If yes, Name ____

School ________________________ Phone __________________

Please explain why you want to serve as a mentor teacher.

____

____

____

____

What do you hope to give and receive from this experience?

Have you had training to become a mentor?

____ Yes ____ No, If yes, explain ____________________

I am interested in becoming a mentor. By doing so, I am willing to attend mentor training and prescribed meetings, observe and provide feedback to my protégé as required, and commit myself to the time and effort it takes to mentor my protégé on a daily basis throughout the school year.

______________________________ Date __________

Signed

Recommended by: ______________________________

Position: ______________________________

Interview Notes:

APPENDIX H

Professional Development Plan

It is very important for individuals to have a plan of action for their professional careers. One objective of the Professional Development Program is to assist the beginning vocational teacher with a plan to meet their immediate needs and the future direction they wish to take. Success is dependent on being willing and prepared to take advantage of opportunities according to their personal goals. It is the role of the Professional Development Coordinator as well as the Mentor teacher's role to assist beginning teachers to identify their strengths, deficiencies, and future aspirations and help them develop a plan to reach their goals as competent educators.

The following areas may need planning.

1. Certification requirements and plans to meet them.
2. Strengths as a teacher and how to build on them.
3. Deficiencies as a teacher and how to correct them.
4. Professional goals and how to attain them.
5. Educational goals and how to attain them.
6. Professional organization involvement.
7. Short term professional development goals.
8. Intermediate professional development goals.
9. Long range professional development goals.
10. Identifying resources to assist beginning vocational teachers with their professional development plans.

A profile form for assisting beginning vocational teachers with their professional development plans is attached and can be found in the Beginning Teacher Handbook.

PROFESSIONAL DEVELOPMENT PROFILE PLANNING

PROFESSIONAL DEVELOPMENT PLAN	STRATEGY	GOAL	RESOURCES
1. CERTIFICATION REQUIREMENTS SHORT-TERM, INTERMEDIATE, LONG-RANGE			
2. STRENGTHS AS A TEACHER SHORT-TERM, INTERMEDIATE, LONG-RANGE			
3. DEFICIENCIES AS A SHORT-TERM, INTERMEDIATE, LONG-RANGE			
4. PROFESSIONAL GOALS SHORT-TERM, INTERMEDIATE, LONG-RANGE			
5. EDUCATIONAL GOALS SHORT-TERM, INTERMEDIATE, LONG-RANGE			
6. PROFESSIONAL ORGANIZATIONS SHORT-TERM, INTERMEDIATE, LONG-RANGE			

SECTION IV

PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: BEGINNING VOCATIONAL TEACHER HANDBOOK

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Prepared Pursuant to a Contract With the
National Center for Research in Vocational Education,
University of California at Berkeley

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Division of Vocational & Technical Education
Virginia Polytechnic Institute and State University
September 30, 1992

EXECUTIVE SUMMARY

The material in this handbook is intended to provide beginning vocational teachers with guidelines and information that will assist them in successfully surviving their first year of teaching. The beginning vocational teachers who are participating in the Professional Development Program or using this handbook are responsible for maintaining their own handbooks. They should be able to use the handbooks to obtain important guidelines and information about their schools, school systems, and teaching.

This handbook, because of its varied components, is not designed as a fully self-contained manual. The handbook has been designed to be individualized to meet the needs of beginning vocational teachers in each of the service areas and many types of school systems. Initial guidelines and the handbook's components have been prepared by a research team at the Virginia Tech Office, National Center for Research in Vocational Education, University of California at Berkeley. Your Local Professional Development Coordinator should have compiled much of the information needed in this *Beginning Vocational Teacher Handbook* prior to the start of the school year so that it accurately meets your needs as a new teacher. Other components in the handbook will need to be obtained by you and other beginning vocational teachers participating in the induction program or using the handbook during this next year.

At first glance, this handbook may seem somewhat overwhelming. However, it has been designed and developed to provide you with the types of assistance you will need as a beginning vocational teacher not to cause you additional stress. Relax and don't be concerned about committing the contents to memory. The handbook has been designed in an easy-to-follow format including a table of contents and subsequent information and guidelines. Each section of the handbook is designed to be separated by tabbed dividers so that you can locate the desired information and guidelines easily and efficiently. It is suggested that you first peruse the table of contents. Remember to refer to your handbook on a regular basis.

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TAB A - ADVISORY COMMITTEES

Explanation:

An advisory committee is a group of business, industry, community, and school-related persons who provide a vocational teacher with advice, counsel, and assistance in the planning, development, and evaluation of a specified vocational program. The importance of advisory committees to vocational programs has been recognized since the passage of the Smith Hughes Act in 1917. Advisory committees have the potential for strengthening and ensuring quality programs in vocational education.

As a beginning vocational teacher, your advisory committee will be able to provide you with a great amount of guidance and support. Use your committee and its members to help you in developing, designing, and delivering a quality vocational program.

Activities for This Section:

1. **Advisory Committee Member Appointments** - Select the members of your advisory committee and complete the advisory committee members form that follows these instructions. Include this form in this section of the *Beginning Vocational Teacher Handbook*.

2. **Advisory Committee Meeting Dates** - With the assistance of your members, select the dates for your advisory committee meetings. Compile a list of these dates and include that list in this section of the *Beginning Vocational Teacher Handbook*. Be sure to include these dates on your master calendar of events and send a copy of these dates to your advisory committee members.

3. **Subcommittee Appointments** - Develop three to four sub- committees designed to handle specific tasks. Provide your committee members with the opportunity to join the subcommittee of their choice. Make certain that no member is asked to serve on more than one subcommittee. Complete the subcommittees form that follows these instructions and include it in this section of the *Beginning Vocational Teacher Handbook*. Send a copy of this form to each of your members.

4. **Tentative Agendas** - Working with the chair of your advisory committee, decide on tentative agendas for each of the meetings based on the role you would like the advisory committee to play and what they decide their program of work will be for the year. These agendas can always be adapted prior to the actual meetings, but tentative agendas will give you direction for the year. Include these agendas in this section of the *Beginning Vocational Teacher Handbook*.

For Assistance:

Assistance with the activities listed in this section can be obtained by consulting any of the individuals listed below:

1. Local Professional Development Coordinator

2. Mentor teacher

3. Other vocational teachers

4. Business and industry personnel

FUNCTIONS OF A VOCATIONAL ADVISORY COMMITTEE *

Advisory committee members should know that the role they play in the development of a successful vocational program is very important and necessary. However, they should fully understand from the beginning that the committee is only an *advisory* structure possessing *no* administrative policy-making or legislative authority.

An advisory committee should:

1. **Evaluate the current vocational program to determine if it is providing realistic preparation and training for students.**
    - Review all features of the program: goals, competencies, curriculum, lesson plans, and classroom and lab formats.
    - Identify the most recent educational and employment trends in specific businesses and industries.
    - Review the vocational program to make sure it is current.
    - Assist in conducting surveys and interpreting survey data.
    - Provide information needed to update or terminate vocational programs.
    - Evaluate overall program effectiveness.

2. **Provide advice on the establishment and maintenance of a realistic vocational program.**
    - Provide advice about curricula content, training techniques, and equipment.
    - Determine those vocational programs needed to provide preparation for jobs in the community.
    - Offer advice on the types of vocational programs that are needed.
    - Investigate the types of facilities and equipment that are used currently in business and industry.
    - Assist in the preparation and selection of course materials.
    - Research and explain technical information.
    - Inform school personnel of changes in the labor market.
    - Determine the amount of student and community interest in cooperative

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education and adult classes.

- Inform the school about the personnel needs of business and industry.

3. **Act as an agent of change to increase a vocational program's relevance.**
   - Follow up on recommendations made to vocational coordinators, teachers, administrators, and the local Board of Education.
   - Research and recommend changes in vocational programs.
   - Suggest new or modified curricula.

4. **Help secure training stations and assist in the placement of program graduates.**
   - Assist with the development of student placement programs.
   - Assist and counsel students preparing to enter the job market.
   - Identify places for internships and cooperative work experiences.
   - Recommend policies for internships and cooperative work programs.
   - Provide advice on the type of students best suited for participating in cooperative work programs.
   - Assist in implementing procedures to provide students release time for part time jobs.

5. **Provide input and support for legislation and corresponding funding at the local, state, and federal levels.**
   - Suggest and support local, state, and national action regarding vocational programs: attend legislative meetings, write letters, promote vocational programs.
   - Provide financial assistance to vocational programs: arrange for donations, establish student scholarships and awards.

6. **Act as a communications link to assist in the development of community understanding and support for the vocational program.**
   - Encourage cooperation and a better understanding of vocational programs among employers, students, and the general public.
   - Develop plans for recognizing outstanding students.
   - Serve as a communications link within the community.

7. **Provide a service to the vocational program.**
   - Assist in securing meeting places for adult classes, advisory committee meetings, competitive events, and special demonstrations.

- Recommend resource personnel, guest speakers, and instructors for vocational programs.
- Serve as judges for local awards and contests.
- Help to plan special events: Vocational Education Week, National Student Organization Week, competitive events, banquets, and other social activities.

Source: Shinn, L. (1988). *Advisory Committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing.

VOCATIONAL ADVISORY COMMITTEE ORGANIZATION: STEPS AND IMPLEMENTATION PROCEDURES *

1. **Be convinced of the need for an advisory committee.**

- Study the duties, functions, and advantages of an advisory committee.
- Visit advisory committees in operation.
- Talk to administrators at a school where a successful advisory committee is in operation.

2. **Secure administrators' approval.**

- Explain the function of an advisory committee to administrators.
- Point out the local need for, and advantages of, the advisory committee.
- Provide examples of schools where advisory committees are successfully operating.
- Show how an advisory committee will be an asset to the administrator, the school, and yourself.
- Ask for assistance in preparing final plans for presentation to the Board of Education.
- Check the final plans with the administrator.

3. **Secure the administration's permission.**

- Present plans for the organization of an advisory committee to the Board o Education.
- Offer to explain the plan to the Board of Education
- Outline specific purposes of the organization.

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- Point out that the advisory committee merely addresses problems-it is not a pressure or lobby group.

- Explain that the Board of Education may designate a member to sit on all committee meetings.

4. **Select committee members.**

- Prepare a list of people from which committee members will be selected. The vocational coordinator/teacher, in conjunction with the superintendent and/or the Board of Education, will make the final selection of committee members.

5. **Personally contact elected members.**

- Contact the elected members and determine whether they are interested in serving on the committee.
- Visit all members who accept a position on the committee.
- Answer all the members' questions about the overall program.
- Check on possible times to hold the first meeting.

6. **Notify elected members.**

- The secretary of the Board of Education should write personal letters of notification, signed by the president of the Board of Education, to each newly elected committee member.

7. **Call the first meeting.**

- Avoid time conflicts as much as possible.

- Stress the importance of attendance at the first meeting.

- Mail reminder cards to committee members and call them the day before the meeting.

8. **Hold the first meeting.**

- Explain the job of the advisory committee.

- Elect a temporary chairperson and secretary, and appoint a nominating committee.

- Appoint a committee to write a constitution.
- Discuss some pertinent topics so members feel they have accomplished something.
- Decide on a definite time and place for the next meeting.

Source: Shinn, L. (1988). *Advisory committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing.

POINTS TO REMEMBER WHEN IMPLEMENTING AN ADVISORY COMMITTEE *

1. Send a letter to each new committee member, signed by the highest possible school official, appointing the representative to the committee.
2. Provide biographical information about the chairperson and other members of the committee to each new member.
3. Tell committee members exactly what is expected of them in the way of advice, assistance, cooperation, and time.
4. Familiarize committee members with the educators and the school environment.
5. Continually provide committee members with information concerning educational developments at the local, state, and national levels.
6. Occasionally invite committee members to attend school functions, Board of Education meetings, or State Board meetings.
7. Inform committee members of happenings in other schools and school systems.
8. Invite committee members to the school and be willing to spend a few minutes of the day with them.
9. Provide the opportunity for representatives to meet with students several times during the school year.
10. Select a representative from each graduating class to serve as an ex-officio member for one year to help determine effectiveness of committee action.
11. Keep meetings within a reasonable time limit--industry and business representatives are accustomed to crisp, business-like procedures.
12. Provide members with an agenda containing a brief background statement of the problems to be discussed and possible solutions for each, before each meeting.
13. Notify committee members of meetings at least two weeks in advance.
14. Schedule meetings at a convenient time, preferably at a school.

Source: Shinn, L. (1988). *Advisory committees: A guide for organization and use*. Cincinnati, OH: South-Western Publishing Co.

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HOW TO GET THE MOST OUT OF YOUR ADVISORY COMMITTEE *

1. **Provide a description** - Your advisory committee members should be provided with a written description of the advisory committee's purpose and role. All members on your committee should be informed of their duties and responsibilities.
2. **Communicate program goals** - Members of your advisory committee need to understand the vocational program's purpose and goals. Committee members having a full understanding of this information can offer you better advice and guidance regarding your vocational program.
3. **Demonstrate enthusiasm and commitment** - It is very important that you show your advisory committee members that you are excited and supportive of the vocational program you teach. You must demonstrate a level of commitment to the advisory committee, its members, purpose and importance.
4. **Use advisory committee expertise** - Remember that you may lack some of the specific vocational knowledge that your committee members possess. Rely on your members for their expertise. Remember to consistently inquire about business and industry advancements, developments, and changes.
5. **Form subcommittees** - Advisory committees consisting of nine to twelve members should be divided into subcommittees of three to four. Subcommittees can be designed to address specific issues and to accomplish specific tasks. While the entire advisory committee will meet three or four times during the school year, subcommittees can meet as often as needed. You will find that arranging meetings for a smaller number of individuals will be easier to accomplish.
6. **Involve committee in student organization events** - Your committee's members can act as judges for your student organization's competitive events, participate in meetings, and provide your organization with an immense amount of expertise, advice, and guidance. Providing committee members with opportunities to get to know the students in your program will produce positive results.
7. **Plan productive meetings** - Make certain that the meetings you hold are necessary and for some predisposed reason. Prepare agendas prior to meetings

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and forward these to committee members. Offer variety in your meetings so that committee members do not become bored. Do not make meetings any longer than necessary.

8. **Include some nonusers on the committee** - Users are employers who have hired students from a specific vocational program; nonusers are individuals who have not. Much too often vocational teachers rely only on those people who have hired their students to serve on their advisory committees. You should expand who you include on your advisory committee so that you will receive more inclusive advice and guidance regarding your vocational program.

9. **Give recognition** - Remember that your advisory committee members freely donate their time and services to your program and that you should regularly recognize them for their commitment. Provide them with public recognition by submitting a press release to your local newspaper. Give them an end of the year appreciation banquet.

10. **Follow advice** - Do not make the mistake of disregarding advice that your committee members provide. This is not to say that all of the advice given must be taken; however, it should be considered. Committees that think they are providing no function become disgruntled and discouraged.

Source: Hutt, R. (1979, October). Get the most out of Marketing and D. E. advisory committees. *The Balance Sheet*, pp. 58-62.

PRINCIPLES FOR CONDUCTING SUCCESSFUL MEETINGS *

1. **Make certain a meeting is necessary** - Don't call a meeting unless it is necessary; unnecessary meetings waste time.
2. **Develop an agenda and sent it out in advance** - The agenda should indicate those items to be covered, any supporting materials that will be needed by member in advance, the time and location of the meeting, approximate time the meeting will take, and some direction to members regarding their participation in the meeting.
3. **Give careful consideration to those being invited to the meeting** - Invite only those individuals who actually need to attend the meeting. Inviting those who have no reason to attend the meeting can be disruptive or counterproductive.
4. **Give the meeting your undivided attention** - Conduct a meeting in an area where disruptions and distractions will be held to a minimum.
5. **Be prepared** - Adequate preparation prior to a scheduled meeting is essential. Know what you want to accomplish and do your homework in advance. Contemplate questions and issues that may arise during the meeting.
6. **If participation of members is important, be prepared to ask the right questions to stimulate discussion** - Encourage all member to become involved. Hold your personal opinions and judgments until later in the discussion. Don't allow one or a few members to monopolize the conversation.
7. **Keep to the agenda** - Encourage members to express their views, but don't permit them to wander from the subject matter and waste valuable time.
8. **Conclude the meeting by summarizing the highlights** - Emphasize any action that should be taken as a result of the discussion. Shortly following the meeting, provide all members with a copy of the meeting's minutes.

Source: Kreitner, R. (1989). *Management*. Boston, MA: Houghton Mifflin.

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SAMPLE AGENDA - FIRST MEETING *

1. Welcome and opening remarks by school personnel
2. Introduction and biographical information about committee members
3. Statement of the role of the committee and how it is expected to be of assistance to the school
4. Names and brief biographical information of key school officials and teachers
5. A brief sketch of the history and background of the school
6. the objectives of the school as a whole
7. The nature and objectives of the specific vocational program
8. A brief outline of problems in the school and in the specific vocational program
9. Future plans for expansion of the school or specific program
10. Standards specified in federal acts for vocational education and the state plan for vocational education
11. Organization of the committee.
    - Selection of chairperson and secretary.
    - Selection of dates and times for meetings.
12. Other items
13. Adjournment

Source: Shinn, L. (1988). *Advisory Committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing.

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SAMPLE AGENDA *
ADVISORY COMMITTEE MEETING

1. Call to order
2. Secretary's minutes
3. Introductions
4. Old business
5. Special reports
6. New business
7. Plans for next meeting
8. Other items
9. Adjournment
10. Tour of meeting facilities

Source: Shinn, L. (1988). *Advisory Committees: A Guide for Organization and Use*. Cincinnati, OH: South-Western Publishing.

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ADVISORY COMMITTEE MEMBERS

Name/Title: ______________________________

Home Address: Business Address:

________________ ________________

________________ ________________

________________ ________________

Home Phone: Business Phone:

________________ ________________

Name/Title: ______________________________

Home Address: Business Address:

________________ ________________

________________ ________________

________________ ________________

Home Phone: Business Phone:

________________ ________________

Name/Title: ______________________________

Home Address: Business Address:

________________ ________________

________________ ________________

________________ ________________

Home Phone: Business Phone:

________________ ________________

Name/Title: ______________________________

Home Address: Business Address:

________________ ________________

________________ ________________

________________ ________________

Home Phone: Business Phone:

________________ ________________

ADVISORY SUBCOMMITTEES

Sub Committee Title: ____________________
Purpose: ____________________
____
____
Members:
____________________ ____________________
____________________ ____________________

Sub Committee Title: ____________________
Purpose: ____________________
____
____
Members:
____________________ ____________________
____________________ ____________________

Sub Committee Title: ____________________
Purpose: ____________________
____
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Members:
____________________ ____________________
____________________ ____________________

Sub Committee Title: ____________________
Purpose: ____________________
____
____
Members:
____________________ ____________________
____________________ ____________________

TAB B - BUSINESS COMMUNITY

Explanation:

The business community in your area will be very important to you and your vocational program. As a matter of fact, your business community and its members may be instrumental in determining or establishing the success and image of your vocational program. Gaining the support and expertise of your business community will help you to create and maintain a stronger overall vocational program. Your business community will prove to be a vital resource for you, your teaching, vocational program, and students. Therefore, it will be important for you as a beginning vocational teacher to become familiar and friendly with the business community in your area.

Activities for This Section:

1. **Explore the Business Community** - Take a couple of afternoons and research or explore the types of businesses and industries located in your area. Make a list of these businesses and place asterisks next to those that could prove helpful or important to your vocational program. The list should be included in this section of the *Beginning Vocational Teacher Handbook.*

2. **Meet Members of the Business Community** - Go out and actually meet members of your business community. Introduce yourself as the new vocational teacher for your program. Provide these individuals with pertinent information about you and your vocational program.

3. **Compile Business Community Information** - Obtain a variety of information about the people you meet and the businesses and industries you visit. Compile this information by completing copies of the business community form that follows these instructions. Make sure you save an original copy of the form so that you can use it in the future. If you are a computer user you may want to consider entering the information obtained on the business community form into a data management program.

Please notice that the business community form has a section where you should record when and how you used a particular person or business within your community. This part of the form should be completed and updated as necessary. It will help you to keep track of this information for future reference. It also will prevent you from depending on and using the same person or business all the time. This will provide variety for your students and help you to avoid the possibility of taking advantage of any particular person or business. Place the information you compile on your business community in this section of the *Beginning Vocational Teacher Handbook*.

For Assistance:

Assistance with the activities listed in this section can be obtained by consulting any of the individuals listed below:

1. Local Professional Development Coordinator
2. School principal
3. Mentor teacher
4. Other vocational teachers
5. Business and industry personnel
6. Business and industry organizations

USING YOUR BUSINESS COMMUNITY AS RESOURCES

Your business community and its members can be used as resources in your vocational program. Listed below are a variety of ways that you as a vocational teacher may consider using your business community and its members.

1. **Guest Speakers for Your Program** - Members of the business community are usually flattered when they are asked to speak to your students regarding a particular facet of their businesses or industries. However, if they are unable to act as guest speakers themselves, they will often put you in contact with someone else or even try to locate someone else for you. Bringing these individuals into your classroom can make topics being discussed in class come alive for your students.

2. **Real World Examples** - Your business community and its members can provide you with information and examples that can be used in your teaching. Students are more receptive to classroom lessons they can equate to things in the real world.

3. **Advisory Committee Members** - All vocational programs need to have advisory committees from which they can gain advice and expertise. Many members of your advisory committee will come from your business community.

4. **Real World Experiences** - Your business community can be instrumental in providing you and your students with opportunities to view and participate in real business and industry activities. These activities may be paid or non-paid experiences, outside assignments for students, or special projects.

5. **Judges for Competitive Events** - As a vocational teacher you will have the responsibility of locating judges for the competitive events associated with your vocational student organization. Members of your business community - because of their knowledge, expertise, and experience - are excellent judges for these events. Make certain that you consider them when attempting to locate judges for your competitive events.

6. **Field Trip Sites** - Your business community can provide your students with unique and rewarding field trips. Be sure to stay alert to various opportunities and activities occurring in your business community that could result in learning experiences for your students. Field trips can help students to grasp and understand concepts presented in the vocational classroom and lab.

7. **Equipment and Materials for Your Vocational Program** - Businesses and industries are able to obtain tax deductions for equipment and materials they donate to educational institutions. Therefore, do not be timid about asking these businesses and industries to donate items to your vocational program. Be on the outlook for donation opportunities in your community.

8. **Resources** - Many business persons are happy to provide you and your students with resources that can be used for classroom teaching and exercises, lab activities, and completing outside assignments. Borrowed resources may include such items as merchandise, equipment, literature, handbooks, and industry guides. Resources that are borrowed from business and industry can be used to stimulate classroom and lab discussions and to enhance activities and to illustrate competencies, performing demonstrations, building displays, and conducting performance evaluations.

9. **Vocational Goals, Curriculum, and Lesson Plans Validation** - Preparing your students for the real world is your responsibility as a vocational educator. To do anything less is to deny your students the education they are entitled to obtain. Business community members have the day-to-day vocational experience the you may lack. Using members of your business community to validate your vocational program's goals, curriculum, and lesson plans will help you to better prepare your students for the work world.

10. **Student Employment** - The business community and your program's relationship with that community will be extremely important to the employment of your students. Some of the businesses and industries can be used as training stations for your vocational students. They can also be used to provide your students with internship opportunities. Many of your program's graduates will find employment in the local business community. Maintaining a positive and successful relationship with your business community and its members will help to assure that your students are afforded these possibilities.

11. **Vocational Program Promotion** - Your business community will be one of your major promoters. A good program producing qualified graduates will lead to positive promotion from the business community. However, a weak program producing inadequate graduates will result in negative promotion. It will be your responsibility as a vocational educator to see that the promotion your program receives from your business community is complimentary. Allies in

the business community will be essential to your program's survival and success.

12. **Learning Experience for Your Students** - Students in vocational programs should be required to perform and complete assignments that will help them to become more familiar with the vocational area they are studying. Your business community and its members can assist your students when performing and completing these types of assignments. Businesses and industries can be solicited to participate in your students' assignments when they are conducting interviews, acquiring information, conducting observations, and participating in other related activities.

13. **Updated Information** - Staying in close contact with your business community and its members will create opportunities for you to learn about new and emerging trends and technologies. These bits of information can be passed on to your students through your daily lessons and activities. Encouraging your students to stay in close contact with the business community in your area will generate special and unique learning opportunities for them.

14. **Assistance with Purchasing Program Equipment, Materials and Resources** - Members of your business community will be knowledgeable about the equipment, materials, and resources important to their specific vocational area. Therefore, gaining their input when making purchases for your vocational program is highly recommended. They typically have a clear idea about what is coming in and what is going out and can help to guide you in the right direction on your purchases.

15. **Evaluate Your Students' Performance** - Members from your business community can be asked to evaluate your students on performance tests. While they should not be asked to give your students grades, they can be asked to provide you with evaluative comments that will assist you in grading and/or redirecting your students learning.

STAYING IN TOUCH WITH YOUR BUSINESS COMMUNITY
"TEN TIPS"

1. Meet all business and industry leaders important to your program area.
2. Stay in touch with these people on a regular basis.
3. Ask to be put on their mailing lists.
4. Keep them informed about your program.
5. Mail them holiday greeting cards from your program (being conscious of people from various faiths).
6. Invite them to program functions and events.
7. Invite them to your classroom and laboratory.
8. Organize an appreciation banquet for your business community.
9. Ask them for their assistance and be willing to offer your assistance to them.
10. Say thank you, thank you, thank you!

BUSINESS COMMUNITY FORM

Name of Business: ____________________
Address: ____________________
____
Type of Business ____________________
Description: ____________________
____
____

Contact Persons:

Name/Title: ____________________
Phone: ____________________
Date Contacted: Notes:
____
____
____
____
____
____
____

Name/Title: ____________________
Phone: ____________________
Date Contacted: Notes:
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TAB C - CALENDARS, SCHEDULES, AND DUE DATES

Explanation:

As a teacher, you will be expected to turn in reports, prepare schedules, and keep up with important dates. A beginning teacher must become accustomed to following schedules, due dates, and preparing and using calendars in his or her daily work life. Staying abreast of schedules, due dates, and events will help you to be a more efficient and effective planner.

Activities for This Section:

Every teacher has the responsibility of knowing and adhering to due dates and schedules. Therefore, it is necessary that you obtain a variety of information regarding schedules, important due dates and calendars. The persons listed beneath each of the categories below may be contacted for assistance when completing these activities. All information related to calendars, schedules, and due dates should be placed in this section of the *Beginning Vocational Teacher Handbook.*

1. **Master School Schedule** - Obtain a master school schedule for all teachers so that you will know when classes are offered and where teachers who could be of assistance are located during a designated class period.
   Helpful people:
      Local Professional Development Coordinator
      School principal
      Mentor teacher

2. **School Calendar** - Obtain a calendar that contains information and due dates regarding your individual school.
   Helpful People:
      Local Professional Development Coordinator
      School principal
      Mentor teacher

3. **Program Calendar** - Obtain or develop a calendar that contains information and due dates for your program area. This calendar should include all district and state activities for the year.
   Helpful People:
      Vocational director
      Local Professional Development Coordinator

School principal
Mentor teacher
State VSO consultant

4. **State Department of Education / Service Area Calendar** - Obtain calendars from your State Department of Education and service area.
Helpful People:
    - Vocational director
    - Local Professional Development Coordinator
    - School principal
    - Mentor teacher
    - State area consultant

5. **School Reports and Paperwork** - Obtain a list of due dates for school reports and additional paperwork required by your school and school system.
Helpful People:
    - Local Professional Development Coordinator
    - School principal
    - Mentor teacher

6. **State Department of Education Due Dates** - Obtain a list of due dates for reports and other paperwork required by your state department of education.
Helpful People:
    - State department of education
    - Vocational director
    - Local Professional Development Coordinator
    - School principal
    - Mentor teacher
    - State area consultant

7. **Vocational Student Organization (VSO) Due Dates** - Obtain a list of due dates for your VSO reports and paperwork.
Helpful People:
    - Vocational director
    - Local Professional Development Coordinator
    - Mentor teacher
    - State VSO consultant

8. **Miscellaneous Due Dates** - Obtain the due dates for any other miscellaneous reports and paperwork that may be required in your teaching position.
   Helpful People:
   - State department of education
   - Vocational director
   - Local Professional Development Coordinator
   - School principal
   - Mentor teacher

9. **Comprehensive Calendar** - Using the information you have obtained or received, develop a comprehensive calendar of events, schedules, and due dates. Make several copies of this comprehensive calendar and place it in this handbook, your office, classroom, and home.

TAB D - CERTIFICATION REQUIREMENTS

Explanation:

It is extremely important that beginning teachers know and understand their state's certification requirements. Meeting your state's requirements is necessary before you can be officially certified as a vocational teacher. Failing to meet the requirements could cause you to be dismissed from your teaching position.

Activities for This Section:

1. **Initial State Certification Requirements** - All states and some local school systems have certification requirements that must be met by all teachers. Obtain a copy your state's initial certification requirements and check to see if you meet the all of the predisposed conditions that have been set forth. Place a copy of your state's certification requirements in this section of the *Beginning Vocational Teacher Handbook.*
2. **Requirements for Recertification** - A majority of states and local school systems require teachers to obtain recertification on a cyclical basis. Obtain a copy of the recertification requirements for your state or school system and place this information in this section of the *Beginning Vocational Teacher Handbook.*
3. **Activities for Recertification Points** - States and local school systems often allow teachers to acquire points for recertification over a designated period of time. Obtain a list of those activities that are recognized by your state or local system for recertification points. Place the list in this section of the *Beginning Vocational Teacher Handbook.* (Special note: Activities may have to be approved by your principal before you can receive the recertification points.)

For Assistance:

Assistance with the activities listed in this section can be obtained by consulting any of the individuals listed below:

1. Local Professional Development Coordinator
2. Mentor teacher
3. Vocational director and/or school principal
4. State department of education

TAB E - CURRICULUM

Explanation:

Curriculum can be defined as the sum of learning activities and experiences that a student has under the auspices or direction of the school (Finch & Crunkilton, 1989). This includes any activity that assist the student to grow in terms of knowledge, skills, attitudes, and personality. Your curriculum encompasses all of the topics and supporting materials you will use when teaching your students. Maintaining a level of organization where your curriculum is concerned will be very important to you and your students.

Activities for This Section:

1. **Course Outlines** - Course outlines provide you with the major topics that you will be expected to teach in each of your courses throughout the school year. Your course outlines will provide you with the initial direction and guidance you will need to prepare your courses, calendar of instruction, and lesson plans for the year. You should obtain or develop your course outlines as soon as possible. Include copies of your course outlines in this section of the *Beginning Vocational Teacher Handbook*.

2. **Calendar of Instruction** - A calendar of instruction is based on your course outlines and actually maps out what you will be teaching and when. It contains your major topics and the length of time you estimate it will take you to cover each particular topic. Initially, developing a calendar of instruction may be a frustrating activity; however, this task will become easier the longer you teach. You should use your course outlines to develop a calendar of instruction. Remember that this calendar may be adapted during the school year if you find yourself going faster or slower than you had originally intended. Place a copy of your calendar of instruction on your office wall, in this section of the *Beginning Vocational Teacher Handbook*, or in a notebook especially designated for this type of material. Be sure to refer to your calendar of instruction on a regular basis.

3. **Lesson Plans** - A lesson plan is a teacher's road map or guide for a particular topic or competency. It describes in detail where you are going and how you will get there. It contains all of the information you will need to know and remember when teaching specified material.

The format used to prepare lesson plans tends to be based on an individual's preference. However, there are several basic components that should be included in every lesson plan. These include the lesson title, tasks or competencies to be taught, performance objectives, a motivational activity, lesson content, student learning activities, a summary of the lesson, an evaluation, and all materials and references that will be needed to teach a particular lesson.

A lesson plan cover page and sample form using the T-format has been included in this handbook. You may wish to make copies of these for your lesson planning preparation. However, do not feel that you must use this format.

Use the format that is most comfortable for you as a beginning vocational teacher. Should you choose to use a different format, include a blank copy of that format in this section of the *Beginning Vocational Teacher Handbook*. Actual lesson plans should be kept in a separate curriculum file by level of instruction.

For Assistance:

Assistance with the activities listed in this section can be obtained by consulting any of the individuals listed below:

1. Local Professional Development Coordinator
2. Mentor teacher
3. Vocational director
4. State department of education

Source: Finch, C. R., & Crunkilton, J. R. (1989). *Curriculum Development in Vocational and Technical Education* (3rd ed.). Needham Heights, MA: Allyn & Bacon.

LESSON PLAN EVALUATION INSTRUMENT

Use this instrument to evaluate the components of your lesson plans.

Lesson Plan Components

1. **Task Statements and Performance Objectives**
   - Task(s) listed
   - Objectives relate to tasks and are listed in sequential order
   - Objectives contain audience, behavior, condition, and degree at which the students are expected to perform (criteria)
2. **Topical Outline (Lesson Content)**
   - Lesson is organized according to objectives
   - Specified and relevant information is included
   - Introduction, lesson information, and lesson summary are included
3. **Learning Activities/Teaching Methods**
   - Activities are appropriate and provide students with variety
   - Teaching methods are appropriate and provide variety
   - Teaching tips are included
   - Activities are clearly explained
4. **Supporting Materials**
   - Handout masters are attached to the lesson plan
   - Transparency masters are attached to the lesson plan
   - A list of all outside resources in bibliographical form has been included
   - All additional materials needed for the lesson have been listed
5. **General Quality of Overall Lesson Plan**
   - Lesson plan is organized and clearly written
   - Lesson plan is neat and readable
   - Grammar, punctuation, and spelling are all correct

LESSON PLAN COVER PAGE

LESSON TITLE: ____________________

INSTRUCTIONAL AREA: ____________________

UNIT: ____________________

CLASS: ____________________

DATE: __________ TIME NEEDED: __________ DAY: __________

Tasks:

Performance Objective(s):

Materials:

References:

LESSON PLAN CONTINUATION PAGES

CONTENT	LEARNING ACTIVITIES

TAB F - DEFINITIONS

- **Advisory Committee** - A group of business, industry, community, and school related personnel who provide a vocational teacher with advice, counseling, and assistance in the planning, development, and evaluation of a specified vocational program. Specifically, an advisory committee should do the following: (Shinn, 1988).

  1. Evaluate the current vocational program to determine if it is providing realistic preparation for student training.
  2. Provide advice on the establishment and maintenance of a realistic vocational program.
  3. Act as an agent of change to increase a vocational program's relevance.
  4. Help secure training stations and assist in the placement of program graduates.
  5. Provide input and support for legislation and corresponding funding at the local, state, and federal levels.
  6. Act as a communications link to assist in the development of community understanding and support for the vocational program.
  7. Provide service to the vocational program.

- **Agricultural Education** - A vocational education discipline designed to prepare students for careers in farming and other farm related occupations. This discipline provides instructions for preparation and advancement in these occupations, and instruction for the development of abilities essential for effective citizenship, occupational exploration and counseling.

- **Beginning Teacher Peer Support Group** - A group consisting of those beginning vocational teachers participating in the beginning teachers induction assistance program. The novices' experiences, thoughts and feelings will be shared during scheduled group meetings that will be held periodically during school working hours. Outsiders such as the LPDC, school administrators, teacher educators, and other experienced teachers will only attend the peer support meetings when invited.

- **Business Education** - A vocational education discipline designed to equip students with the skills necessary to perform particular functions in office or data processing occupations.

- **At Risk Students** - Those students who for one reason or another are considered to be educationally disadvantaged and are more likely to drop out of school before graduating. These students often come from poverty backgrounds and/or face language and cultural barriers to learning (McNergney, 1988).

- **Behavioral Objectives** - A description of a measurable activity that a student is to perform. Behavioral objectives may have a cognitive (the learning of facts, concepts, and information), psychomotor (the use of the brain in combination with motor skills), or effective (the development of attitudes and values) focus. Behavioral objectives should include the student behavior, the condition under which the student will behave, and the expected level of performance or criterion.

- **Competency Based Education** - An approach to education which focuses on a collection of required competencies and other related criteria. The student's progress or achievement is determined by his or her ability to perform these competencies in applied settings according to a preconceived level.

- **Competency Based Curriculum** - Educational materials designed and developed around a collection of required competencies and other related criteria.

- **Cooperative Method of Instruction** - A method of instruction that provides students with the opportunity to gain occupational experience, instruction, and school credit through employment outside the school or classroom. It encourages positive working relationships between vocational teachers, students and local employers.

- **Cocurricular Organization** - An organization linked to a specific vocational program. It provides students with a variety of activities which help them to prepare for leadership roles and careers in a vocational area of study. The cocurricular organizations associated with the seven vocational areas of study are listed below:

  1. Agricultural Education - FFA
  2. Business Education - Future Business Leaders of America/FBLA

3. Health Occupations - Health Occupations Student Association/HOSA
4. Home Economics Education -
   * Occupational - Home Economics Related Occupations/HERO
   * Consumer - Future Homemakers of America/FHA
5. Marketing Education - DECA
6. Technology Education - Technology Education Student Association/TESA
7. Trade and Industrial Education - Vocational and Industrial Clubs of America/VICA

- **Curriculum** - The sum of the learning activities and experiences that a student has under the auspices or direction of the school (Finch & Crunkilton, 1989). This includes any activity that assist the student to grow in terms of knowledge, skills, attitudes, and personality.

- **Curriculum Guide** - A form of curriculum documentation that provides vocational teachers with guidelines for instruction in vocational areas. They include a variety of materials and information regarding vocational content coverage. Curriculum guides are typically developed by a committee or group at a state or regional level (Finch & Crunkilton, 1989).

- **Curriculum Materials** - Tangible resources utilized by teachers and/or students. If used properly, curriculum materials can assist a teacher in bringing about an intended desirable behavior change in individual students. In general, curriculum materials can be classified into three categories: (Finch & Crunkilton, 1984)

1. Printed Matter -
   a. Manuals
   b. Workbooks
   c. Pamphlets
   d. Study guides
   e. Reference books
   f. Standard textbooks
   g. Magazines
   h. Newspapers
   i. Modules
2. Audiovisual Materials -
   a. Pictures
   b. Graphics
   c. Posters
   g. Records
   h. Films
   i. Transparencies

d. Audiotapes
e. film loops
f. Slide series
j. Filmstrips
k. Videotapes
l. Microcomputers

3. Manipulative Aids -
   a. Puzzles
   b. Games
   c. Models
   d. Specimens
   e. Puppets/figures
   f. Learning kits
   g. Experiments
   h. Trainers
   i. Simulators

- **Demonstration** - A teaching process by which an instructor or other competent individual shows students how to preform certain skills and/or tasks. While demonstrating, the demonstrator should explain all operations involved in a step-by-step progression. The key to performing a good demonstration is preparation (Goetsch, 1983).

- **Discussion** - A teaching process by which an instructor uses a variety of methods that encourages students to become involved in the discussion of the material being presented.

- **Health Occupations** - A vocational education discipline designed to prepare students for careers in health occupations. Instruction in this area is designed to allow students to explore various health careers or to choose a single career and prepare for employment in that career.

- **Home Economics Education** - A vocational education discipline designed to enable students to acquire a knowledge and develop understanding, attitudes and skills relevant to personal, home and family life as well as occupational preparation using the knowledge and skills of home economics.

- **Individualized Education Program (IEP)** - A federally mandated document designed specifically for individual students having handicaps. It assures that handicapped students are provided with the same educational opportunities as other students. Every IEP must include statements of the student's present level of functioning, of annual goals and short-term objectives for achieving the goals, of services to be provided and the extent of regular education programming, and of evaluative procedures and criteria for use on at least an annual basis. A timeline of the special education services must also be included (McNergney, 1988).

- **Lecture** - A planned, structured and frequently illustrated method of communicating information to a group of people. It is the oldest, most familiar, most used and probably most abused, teaching method used (Goetsch, 1983).
- **Lesson Plan** - A teacher's road map or guide for a particular topic and/or competency. It describes in detail where the teacher is going and how he or she will get there. It contains all of the information that a teacher would need to know and/or remember when teaching the specified material.
- **Local Professional Development Coordinator (LPDC)** - The individual assigned full-time to the operation of the PDC. The LPDC is an accomplished teacher who is interested in assuming exceptional leadership responsibilities for a short period of time.
- **Marketing Education** - A generic term used to identify vocational instructional programs in educational organizations designed to meet the needs of persons who have entered or are preparing to enter marketing occupations requiring competency in one or more of the marketing functions (Lynch & Heath, 1983). Exploratory, preparatory and supplementary instruction is provided to prepare students for occupations in the various levels of employment in marketing.
- **Mentor** - An older, experienced teacher who assists the novice teacher in becoming a professional. Anderson and Shannon (1988) identified five functions of the mentor as teaching, sponsoring, encouraging, counseling, and befriending. They also identified demonstrating lessons, observing, and giving feedback, and holding support meetings as three possible mentoring activities.
- **Occupational Simulation Method of Instruction (or Occupational Experience)** - A method of instruction that provides students with occupational experience and instruction within the confounds of a school laboratory designed to simulate a given employment situation.
- **Performance Evaluation** - A method of judging a student's ability by having them perform a specified activity that has been previously taught.
- **Professional Development Center (PDC)** - A service agency physically located within and administered by a local education agency (LEA) or a consortium of LEAs. The PDC is located within a school rather than in the system administrative offices. The PDC is operated by a Local Professional

Development Coordinator (LPDC) and houses a professional development library.

- **Professional Development Plan** - A plan of activities that will enable a beginning teacher to develop into a competent knowledgeable teacher.
- **Reflective Teaching** - An opportunity for a teacher to analyze the planning and delivery of previous lessons and used the results to improve future teaching.
- **Stress Management** - A plan of activities that enable a person to constructively cope with the amount of stress he or she may be experiencing at a given time.
- **Syllabus** - A detailed outline of a specified course that fully describes its objectives, assignments, and requirements.
- **Teacher Induction** - The induction process for beginning teachers includes all of the steps taken to socialize the teacher into the profession. The process begins when the teacher signs the work contract and ends sometime in the future when the teacher becomes established in the profession. This period of time represents a transition from student or worker to teacher and has been found to be different for each beginning teacher (Heath-Camp & Camp, 1990).
- **Teaching** - The art and science of creatively and effectively conveying some knowledge, act, and/or concept or belief to another individual or group of individuals. It is the act of directing the "learning process" to bring about a desirable behavior.
- **Technology Education** - A school subject, program, or discipline that focuses on the study of the application of knowledge, creativity and other resources to solve practical problems and to extend human potential.
- **Time Management** - Strategies that enable an individual to gain a level of control over their activities.
- **Trade and Industrial Education** - A vocational education discipline designed to prepare skilled and semiskilled workers in a wide range of trades and industrial occupations (an occupation that directly functions in the designing, producing, testing, modifying, maintaining, servicing, or preparing of any product).
- **Training Agreement** - An employment contract existing between a vocational teacher, a student's employer, a vocational student, and the student's parents.

This agreement specifies the duties and responsibilities associated with each of the individuals involved in the employment situation.

- **Training Plan** - A document that states the steps that a student will take to learn a variety of activities related to a specific job and/or occupational area. It is updated on a regular basis throughout the year and is agreed upon by the vocational teacher, student, and employer.

- **Training Sponsor** - The immediate supervisor of the vocational student who is actively employed by a local business or industry. This individual works closely with the vocational teacher and is directly responsible for the student's on-the-job training.

- **Training Station** - A local business or industry where a student participating in a vocational program is employed.

- **Vocational Education** - Federally and state funded vocational programs that provide individuals with professional instruction. It has seven program areas or disciplines: agricultural education, business education, health occupations, home economics education, marketing education, technology education, and trade and industrial education. Vocational programs consist of three segments:
  1. It is education designed to prepare students.
  2. It includes exploratory, preparatory and supplemental instruction.
  3. It is primarily concerned with the development of skills and knowledge required of a person to perform the tasks of an occupation.

References for Definitions

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TAB G - FACULTY MEETINGS

Explanation:

Faculty meetings are held periodically during the school year. Specifically, faculty meetings are designed to provide you with information about school activities and events, changes, procedures, policies, and requirements. Most school and school systems require all teachers to attend regular faculty meetings. As a beginning teacher it is extremely important for you to attend these meetings whenever they are held. Attending faculty meetings will provide you with a variety of opportunities to develop relationships with other teachers in your school, remain well informed about the happenings in your school and school system, and establish yourself as a knowledgeable and qualified faculty member.

Activity for This Section:

Obtain a schedule of the faculty meetings to be held during the school year. Include the schedule in this section of the *Beginning Vocational Teacher Handbook*. Also, remember to include these dates on your master calendar for the school year.

For Assistance:

Assistance with this activity can be obtained by contacting the individuals listed below:

1. School principal
2. Mentor teacher

TAB H - GRADES

Explanation:

Assigning grades tends to be one of those tasks that causes a beginning teacher to experience stress and frustration. Therefore, the planning and preparation done prior to the first grading period will help alleviate much of the stress and frustration you may experience.

Activities for This Section:

1. **School's Grading Scale** - Obtain your school's grading scale and find out the guidelines for following that scale. Talk with your mentor teacher and other experienced teachers about how they go about developing their grading scales and plans. Develop your grading scale and plan for each of your courses. A copy of this scale and plan should be kept with your other curriculum materials. Another copy of this plan should be placed in this section of the *Beginning Vocational Teacher Handbook* for future reference.

2. **School's Grading Policy** - Grading policies vary among schools. Therefore, you need to find out the policy currently in effect at your school. Place a copy of this grading policy in this section of the *Beginning Vocational Teacher Handbook.*

3. **Grading Periods** - Find out the procedures for assigning grades and the dates the grades are due. Put the procedures and due dates in this section of the *Beginning Vocational Teacher Handbook.* Also, be sure to put the grading period due dates on your master calendar for the school year.

4. **Grade Books** - Developing a grade book that is organized and easy to follow is very important. Ask your mentor teacher or Local Professional Development Coordinator to show you how they typically arrange their grade books. You will discover that teachers do this task differently unless the school has a standard format. If your school uses a standard format you will be required to use that format. However, if your school does not, you will have to decide on your own format to use. The most critical issue is that you are comfortable using the format you ultimately choose. Place a sample page from your grade book in this section of the *Beginning Vocational Teacher Handbook.* You also may want to include a legend that describes how the grade book is arranged.

For Assistance:

Contact one of the individuals listed below to obtain assistance with the activities in the section:

1. Local Professional Development Coordinator
2. Mentor teacher
3. School principal
4. Other teachers in your school

GRADING TIPS

1. Select your system for grading students and adhere to that system throughout the grading period. In other words, do not make change in midstream.
2. Be consistent and fair when assigning student grades
3. Be sure that you are able to explain your grading system to others should any questions arise regarding your method.
4. Inform students in advance how they will be graded. Provide them with the grading scale at the beginning of the course.
5. Assign grades to all students using the same system.
6. A grading system that is easy to understand tends to be easier to administer than a complicated system.
7. Be able to support the grades you assign to students.
8. Be confident in your grading system.
9. When asked, show students how you arrived at their grades.
10. Do not be afraid to admit it if you make a mistake in grading. Acknowledge your mistake and take the necessary steps to correct the situation.

TAB I - JOB DESCRIPTION

Explanation:

A job description is a formal statement prepared by the hiring agency. It describes in as much detail as necessary the personal qualifications, responsibilities and duties to be performed by a specific position holder. A well written job description provides the agency and the employee with a complete description of an employee's position. It can be effectively used by the employer and employee to monitor and evaluate performance.

Activity for This Section:

It is very important that you obtain an official job description for your teaching position. If one is not available, you should work on developing one throughout this year and next. The job description you obtain or develop should include at least the following components: (1) Job Title/Position, (2) Qualifications, (3) General Responsibilities, (4) Specific Duties. You may use the form that follows these instructions should you need to develop your own job description. Place your official job description in this section of the *Beginning Vocational Teacher Handbook*.

For Assistance:

Assistance with this activity can be obtained by contacting any of the individuals below:

1. Local Professional Development Coordinator
2. School principal
3. Vocational director

JOB DESCRIPTION

Job Title/Position:

Qualifications:

General Responsibilities:

Specific Duties:

ADDITIONAL DUTIES

Explanation:

Many times, teachers are asked or directed to perform a variety of additional duties. These duties may include such activities as coaching a sport; sponsoring a school club; and monitoring the halls, lunch room, and other school activities.

Be aware of the fact that your time as a teacher is extremely valuable and should be used effectively and wisely. The first year of teaching tends to be somewhat stressful and takes an enormous amount of planning, preparation, and time. Unfortunately, some beginning teachers overcommit themselves. In other words, do not make the mistake of accepting the responsibility for too many additional duties. Make certain that your schedule can handle the time required to perform additional duties.

Activity for This Section:

You should be aware of the additional duties you are expected to perform as a teacher. These duties will affect your time schedule and work load. Therefore, it is very important that you obtain a list including accurate descriptions of the additional duties you will be expected to perform on a volunteer or directed basis. Descriptions of the additional duties you will be performing should include at least the following components: (1) Duty (2) Length of Performance (3) Dates of Performance (4) Duty Tasks and Responsibilities. Place this list with duty descriptions in this section of the *Beginning Vocational Teacher Handbook*. You may wish to use the form that has been provided following these instructions.

For Assistance:

Assistance with this activity can be obtained by contacting any of the individuals below:

1. Local Professional Development Coordinator
2. School principal
3. Vocational director

ADDITIONAL DUTIES

Duty:
Length of Performance:
Dates of Performance:
Duty Tasks and Responsibilities:

Duty:
Length of Performance:
Dates of Performance:
Duty Tasks and Responsibilities:

Duty:
Length of Performance:
Dates of Performance:
Duty Tasks and Responsibilities:

Duty:
Length of Performance:
Dates of Performance:
Duty Tasks and Responsibilities:

TAB J - PEER TEACHER SUPPORT GROUP

Explanation:

A peer teacher support group is a group made up of teachers who meet on a regular basis to provide support to one another. In your case, this group will consist only of beginning vocational teachers in your school, school system, or consortium. This group will schedule and hold periodic meetings during school work hours. The purpose of this unique group will be to provide you and its other member with opportunities to share with one another various thoughts and experiences related to their first year of teaching.

Activities for This Section:

1. **Group Members** - Your LPDC will provide you with a list of the group members, their school addresses, and phone numbers. If you are not provided with a list, compile your own using the form following these instructions or create your own to compile information about the members of your group. You may find it necessary to generate additional copies of the form. Include this information in this section of the *Beginning Vocational Teacher Handbook.*
2. **Meeting Dates** - Working with the group, your LPDC will establish meeting dates, times, and meeting places. Your LPDC will provide you with a final list of this information. Include this list this section of the *Beginning Vocational Teacher Handbook*. Also, remember to include these dates and times on your comprehensive school calendar.
3. **List of Topics** - Make a list of the thoughts and experiences you would like to discuss with your support group prior to each meeting. Maintain these lists in this section so that you may reflect upon them during the school year. Share these topics with your LPDC. Additional topics may be brought up during the meetings.
4. **Review Meetings** - Participation in a peer teacher support group should be a learning experience for all of its members. Reviewing the meetings and compiling lists of the things learned during the meetings will help you to remember items discussed that were of most importance to you and your teaching. Maintain these lists in this section so that you may reflect upon them during the school year.

For Assistance:

Assistance with the activities listed in this section can be obtained from the following individuals:

1. Other group members
2. Local Professional Development Coordinator

OUTCOMES OF THE PEER TEACHER SUPPORT GROUP

1. **Serve as Outlet** - The peer teacher support group should be a positive outlet that you can use as a beginning vocational teacher to improve your teaching, share your successes, express your true thoughts and feelings, and vent your frustrations. Many times, unfortunately, groups of this type merely become complaint sessions where members become more and more discouraged and gain little that is helpful to them. Ward against this type of negativity by structuring your peer support group meetings to achieve the outcomes described below.

2. **Generate Solutions to Problems** - The peer teacher support group should attempt to generate solutions to teachers' problems identified during meetings. Allowing problems to surface during the group's discussions without any effort to solve these problems will turn the group into a complaint session rather than a problem solving group.

3. **Learn New Techniques for Accomplishing Teaching-Related Tasks** - Discovering how other teachers tackle teaching-related tasks will assist you in learning new ways to tackle the same tasks. Beginning teachers in the group should be actively solicited during meetings regarding the techniques they use to accomplish a variety of teaching-related tasks.

4. **Gain Insights from Others' Experiences** - Listening to and discussing the experiences (both positive and negative) of other beginning vocational teachers within the group will help you to gain special insights on teaching. These insights may lead you toward or against certain teaching experiences. They may provide you with opportunities to evaluate aspects of teaching that you have not personally experienced as a beginning teacher.

5. **Relieve Stress by Expressing and Discussing Frustrations** - Telling others about your frustrations and then discussing these frustrations with other members of the group will assist you in relieving some of the stress you may be experiencing due to your teaching and teaching-related tasks. Discussing the group's frustrations will provide you with opportunities to generate options that may be used to avoid or lessen teaching-related stress.

6. **Reflect on Positive Experiences** - Use group time to reflect on the positive experiences of group members. Reflecting on positive experiences will create an atmosphere conducive to encouragement and teaching improvement.

7. **Build Alliances with Other Beginning Vocational Teachers** - Learning about and discussing the experiences and thoughts of other beginning vocational teachers will give group members opportunities to build relationships with others in similar situations. Building alliances of this type will encourage the development of a supportive group membership that will far surpass the boundaries of group meetings.

8. **Share Successes with Other Beginning Vocational Teachers** - Sharing your successes with other beginning vocational teachers will give group members the opportunity to gain positive feedback and encouragement related to their teaching accomplishments.

9. **Create Teacher "Do's And Don'ts" Lists** - Listening to and discussing the thoughts and experiences of other beginning vocational teachers will help you to create "do's and don'ts" lists that can be used in improving your teaching abilities. Of course, the "do's" lists will consist of those things that you would like to do as a teacher and the "don'ts" list will consist of those things that you want to remember NOT to do.

10. **Encourage Group Members To Express Their Thoughts** - The active participation of all group members will be important to the success of the peer teacher support group. All group members should be encouraged to express their thoughts and feelings regarding teaching experiences, activities, circumstances, and situations.

11. **Concentrate on How To Improve Teaching** - The improvement of group members' teaching abilities should be a major outcome of the peer teacher support meetings. All topics discussed during group meetings should support and encourage improvement in teaching.

SUGGESTED TOPICS FOR PEER SUPPORT GROUP MEETINGS

The topics listed below were suggested by beginning teachers participating in the 1991-1992 field test of this professional development program.

1. Discipline in the classroom
2. Organization and management of classroom activities
3. Creative activities, such as ideas for places to look when you have no money
4. Relating to adolescents/teen-agers and what to expect from them
5. New ideas for cocurricular activities
6. Management of vocational student organizations
7. Keeping students interested
8. Dealing with students' attention spans
9. Learning to use time wisely and time management techniques
10. Designing visual aids

The following are problems that were cited in the monograph *On becoming a teacher: An examination of the induction of beginning vocational teachers in American public schools* (Heath-Camp, Camp, Adams-Casmus, Talbert, & Barber, 1992). The list includes some of the highest ranked problems identified by a variety of beginning vocational teachers. Are any of these familiar to you?

1. Lack of orientation, unclear as to their jobs
2. Problems with student behavior
3. Time allocation problems
4. Getting past a previous teacher's permissive behavior and image
5. Lack of student motivation to learn, poor student attitudes, classroom control
6. Open entry and exit into classes
7. Students who do not want to be in class
8. Lack of program organization, and appropriate materials and facilities
9. Having to perform responsibilities not related to teaching area
10. Lack of communication with school administration and state staff

PEER TEACHER SUPPORT GROUP

MEMBERSHIP FORM

Name: ____
Subject Taught: ____________________________________
Home Address/Phone: School Address/Phone:
______________________ ______________________
______________________ ______________________
______________________ ______________________
( ) ____ - __________ ( ) ____ - __________

Name: ____
Subject Taught: ____________________________________
Home Address/Phone: School Address/Phone:
______________________ ______________________
______________________ ______________________
______________________ ______________________
( ) ____ - __________ ( ) ____ - __________

Name: ____
Subject Taught: ____________________________________
Home Address/Phone: School Address/Phone:
______________________ ______________________
______________________ ______________________
______________________ ______________________
( ) ____ - __________ ( ) ____ - __________

Name: ____
Subject Taught: ____________________________________
Home Address/Phone: School Address/Phone:
______________________ ______________________
______________________ ______________________
______________________ ______________________
( ) ____ - __________ ( ) ____ - __________

TAB K - PEOPLE TO MEET

Explanation:

As a vocational teacher you will need to know and have contact with a wide variety of people in your school, school system, and community. Developing and maintaining positive relationships with others will help you to promote your program and build its image. Meeting others in your school, school system, and community will provide you with channels to gain assistance, accomplish tasks and goals, and generate good will for you, your students, and your program.

Activities for This Section:

Attempt to meet a variety of people associated with your school, school system, and community. Use the list of persons that follow these instructions to guide you. Place a check beside the people as you meet them.

1. **Accountant** - Most schools or school systems have an individual who maintains program monies. Get to know this person and his or her accounting procedures very well. Stay in close contact with this person on a regular basis regarding your program's money.

2. **Business Personnel** - Through the business contacts identified in this section and in the business community section you will discover that there are other business personnel worth knowing. Compile their names, addresses, and phone numbers and include this list in the business community section of this handbook.

3. **Cafeteria Personnel** - Go and meet all the people who work in the cafeteria. Write down their names and positions and put it in this section. Learning their names could serve to your benefit.

4. **Chamber of Commerce Executive Director** - Call for an appointment and meet the Chamber of Commerce executive director. Ask how you can get involved in the chamber. This is an excellent way to meet new employers. Try to obtain a membership list and place it in the business community section of this handbook.

5. **Clinic Personnel** - Take the time to meet your school's clinic personnel and to inform them about any physical, mental, or health ailments/conditions of your students. Remember also to maintain this information for yourself.

6. **Custodians** - Meet the custodians and learn to call them by name. Greet them when you see them. List their names and positions in this section.

7. **Employers** - Meet as many of the employers in the community as is possible. You should use the system described in the business community section of this handbook or include their names in a data management file. You'll want to keep this list in the business community section as previously instructed.

8. **Guidance Personnel** - Meet the guidance personnel and tell them about your program. Provide them with quality information to share with students. Make sure they are delivering the right message about your program. This can be the most important key in the kind of students you get in your program.

9. **Librarian(s)** - Meet your school librarian(s). Learn about the library and the resources available to you.

10. **Managers** - Go into your community and attempt to meet the business managers related to your teaching area. Get to know these people. Compile a list of the managers' names and the stores or companies they manage. Place this list in the business community section of this handbook.

11. **Parents** - Meet the parents of your students through parent/teacher meetings, at school activities, and through home visits. Compile a list of your students' parents names and home and work phone numbers. Include that list in this section of the *Beginning Vocational Teacher Handbook*. You may want to consider keeping this information in a rolodex or data management file.

12. **Principals** - Meet the principals and assistant principals in your school and find out the responsibilities of each. Where do you go for what? Work out your discipline strategy with the principal in charge of student discipline.

13. **Retail Merchants Association Executive Director** - Call for an appointment and meet the executive director of the local Retail Merchants Association. This individual can be a tremendous help to you in identifying employers, advisory committee members, and judges for competitive events. Include his or her name in this section of this handbook.

14. **Secretarial Staff** - Be sure to meet all the secretarial staff and learn who is responsible for what. This staff, if supportive, can be very helpful. However, this staff can cause you a lot of problems if they are not supportive of you and your program. Always remember that the secretarial staff is a critical link in

any organization for making things work smoothly. You should place a list of their names and job responsibilities in this section of this handbook.

15. **State Staff** - Find out the name of the State staff person who works with your vocational area. Write down this person's name and where he or she can be reached. This person can supply you with materials from the state department and can assist you in many ways. Make certain that your relationship is a positive one.

16. **Superintendent/Other School System Personnel** - Try to meet the Superintendent and other school system personnel in a situation where you can make a positive impression on these individuals. You may find it necessary to schedule appointments with these individuals. Make sure you know their names. Place a list of their names, titles, office addresses, and phone numbers in this section.

17. **Support Staff** - Inquire through other teachers and your supervisors if there are other school support staff that you should meet. If there are, keep a list of their names and job titles in this section.

18. **Teachers** - You will want to observe other teachers for ideas and to see how they handle their classroom management. Ask around to find out who the really capable teachers are and the subjects they teach. Look at the school schedule to find out when they are teaching and ask their permission to observe their classes. Developing relationships with other teachers in the school is important and can be rewarding.

For Assistance:

The individuals listed below can help you to meet other people in your school, school system, and community.

1. Local Professional Development Coordinator
2. Mentor teacher
3. School principal
4. Vocational director
5. Students

PEOPLE TO MEET

Check off the people on this list as you have the opportunity to meet them.

_____ Accountant
_____ Business personnel
_____ Cafeteria personnel
_____ Chamber of commerce executive director
_____ Clinic personnel
_____ Custodians
_____ Employers
_____ Guidance personnel
_____ Librarians
_____ Managers
_____ Parents
_____ Principals
_____ Retail merchants association executive director
_____ Secretarial staff
_____ State staff
_____ Superintendent and other school system personnel
_____ Support staff
_____ Teachers

FIVE BASIC RULES FOR ESTABLISHING A POSITIVE FIRST IMPRESSION WHEN MEETING OTHERS

1. **Do your homework** - Try to find out something about the people you plan to meet. People are always impressed when you know something about them.

2. **Don't smoke** - Many people are offended by smoking. During your first meeting with a person, avoid smoking cigarettes. At the very least, don't be the one who lights up first.

3. **Don't be late** - If you have scheduled an appointment, do not be late. Showing up late for an appointment makes people think that you do not value their time. Being late for a first meeting always creates a negative impression.

4. **Get the name right and use it more than once** - People like for others to know their names. Don't be afraid to ask if you are unsure of an individual's name. They will appreciate your interest.

5. **Don't talk too much and don't interrupt** - An over abundance of chatter makes you seem nervous and unsure of yourself. Allow the other person the opportunity to contribute to the conversation. Never interrupt while the other person is speaking.

Source: Brothers, J. (1978). *How To Get Whatever You Want out Of Life*. New York: Simon & Schuster.

TAB L - POLICIES AND PROCEDURES

Explanation:

It is necessary that you know and understand the policies and procedures associated with your school and school system. Not knowing pertinent information can get you into trouble with school and state administrators and personnel. It also can cause you to experience problems with other teachers. The excuse that you are a beginning teacher will last only for a short while. Save yourself some frustration and find out as much information as possible on your school and school system's policies and procedures.

Activities for This Section:

Use the information below and the checklist that follows to help you in obtaining the information you will need regarding the policies and procedures associated with your school and school system. You may wish to refer to your school handbook when completing these activities. The topics are listed in alphabetical order.

1. **Accounting** - Determine the procedures followed by your school's accountant when dealing with program monies. Put these procedures in this section of the handbook.

2. **Advisory Committees** - Find out what the policies are for having program advisory committees. Put the information in this section or in the section under advisory committees.

3. **Assistance for Emergencies** - Find out how you handle getting assistance in case of an emergency in your classroom or elsewhere in the school. Put the information in this section. Be sure you know the information. When you need it, you won't have the time to look it up.

4. **Attendance-student** - Find out the attendance policy for students. The procedures for reporting attendance on a daily basis and what to do if a student is missing from your class if she or he is not on the absentee list. This policy may be located in your teacher's handbook. Include a copy of this policy in this section.

5. **Attendance-teacher** - Find out the attendance policy for teachers. Who do you call if you need to be absent and by what time in the morning does the call need to be made. Determine if you have any personal leave days and how many total

days you have a year. Do days carry over from year to year and is there a maximum on the number you can store up? This information may be located in your teacher's handbook. Include a copy of this policy in this section.

6. **Audio-Visual Equipment** - Get a list of the audio-visual equipment in your school and what is available for your use. Find out how you go about reserving the equipment. Include this policy in this section of the *Beginning Vocational Teacher Handbook.*

7. **Beginning Teachers Assistance Program** - Find out if your school system participates in any sort of a beginning teacher assistance program. If it does, you may want to include that information in this section.

8. **Certification Requirements/Renewal** - These requirements are identified by your state department of education. Get a list of the requirements and policies that pertain to your school system. Include them in this section.

9. **Student Discipline** - Find out what the policies are on student discipline in your school. Make certain that you adhere to these policies. Include these guidelines in this section.

10. **Duplicating/Photocopying Equipment** - Get a list of the duplicating/photocopying equipment in your school. Find out what the policies are regarding this equipment. Are you restricted to the number of copies you can make or the hours of the day that the equipment can be used? Include these policies in this section.

11. **Emergency Procedures** - Find out what the policies and procedures are in case you have an emergency. Are there reports on file and if so how do you fill them out and who has them? Include this information and any forms associated with these procedures in this section.

12. **Employee Benefits** - Obtain a list of employee benefits and make sure you understand them. You may find these benefits in your teacher's handbook. Place a copy of these benefits in this section of the handbook.

13. **Field trips, Student Transportation, and Guest Speakers** - Find out the procedures for field trips, student transportation, and guest speakers. What are the policies for overnight trips. What are the chaperone requirements? Are there any forms to complete? If so, place them with the policies and instructions in this section.

14. **Liability** - Specifically, what can you be held liable for as a teacher in your school system. What liability insurance does your school system carry? Obtain information regarding the topic of teacher liability and put it in this section of the handbook.

15. **Library** - What are the policies on the use of the library in your school? Who can use the library and when? Also, what are the policies on checking out books and materials? Are students allowed to come to the library to work on projects after class or during class? Include the information in this section.

16. **Nonteaching Duties** - Find out what nonteaching duties that you have or could be responsible for now or in the future. Identify these and place these in the job description and additional duties section.

17. **Parking** - Where do you park your car? Are there restrictions and are there certain hours where you may park your car. Include the policies in this section.

18. **Phone** - What are the policies on the use of the phone. Are you allowed to make long distance calls and if so, what are the procedures? Include these policies in this section of the *Beginning Vocational Teacher Handbook*.

19. **Purchasing** - Find out how you purchase items for your program and with student organization money. If there is a budget available, how can you spend the money? Include these procedures in this section.

20. **Safety Including Policy on Hazardous Materials** - Find out your school's safety policies. These policies also should include information regarding hazardous materials that may be used in your program. Include these policies and any subsequent instructions about safety in this section.

21. **School Committees/Purposes/Procedures** - What school committees are in existence in the school, who is on these committees, and what are the purposes of these committees? Should you try to become part of these committees or is membership by appointment only? Include a list of these committees, their purposes, and the members in this section.

22. **Student Scholarships and Awards** - What student scholarships and awards are available to your students? Find out the rules and requirements for each of these and include this information in this section.

23. **Supplies Allocation** - How are supplies allocated to the programs? What are the procedures for requisitioning supplies? Does each program have a budget?

If so, when is it completed and how? Include all information related to supplies allocation in this section.

24. **Student Records** - What student records are available? How does a teacher get access to them and how do you interpret scores on the student records? If you are allowed access, get someone to show you how to read the files. Make notes to put in this section.

25. **Student Tardiness** - Find out the policy and procedures for reporting student tardiness. Include these in this section of the *Beginning Vocational Teacher Handbook.*

26. **Teacher Tardiness** - What is the policy on teacher tardiness? Include these policies in this section.

27. **Travel and Travel Reimbursements** - Do teachers have the opportunity for professional travel? If so, how do they go about applying for this travel and how much lead time is needed? How does a teacher apply for travel reimbursement? Place all forms and related information associated with teacher travel in this section of the *Beginning Vocational Teacher Handbook.*

For Assistance:

The individuals listed below can assist you in finding information about policies and procedures of your school and school system.

1. Local Professional Development Coordinator
2. Mentor teacher
3. School principal
4. Guidance counselors
5. Vocational director

POLICIES AND PROCEDURES CHECKLIST

_____ Accounting
_____ Advisory committees
_____ Assistance for emergencies
_____ Attendance-student
_____ Attendance-teacher
_____ Audio visual equipment
_____ Beginning Teachers Assistance Program
_____ Certification requirements/renewal
_____ Discipline/detention
_____ Duplicating/photocopying equipment
_____ Emergency procedures
_____ Employee benefits
_____ Field trips, transportations, and guest speakers
_____ Liability
_____ Library
_____ Nonteaching duties
_____ Parking
_____ Phone
_____ Purchasing
_____ Safety including policy on hazardous materials
_____ School committees/purposes/procedures
_____ Student scholarships and awards
_____ Supplies allocation
_____ Student records
_____ Student tardiness
_____ Teacher tardiness
_____ Travel and travel reimbursements

TAB M - PROFESSIONAL DEVELOPMENT CENTER

What is a Professional Development Center?

A Professional Development Center (PDC) is a service agency physically located within and administered by your local education agency (LEA) or a consortium of LEA(s) within your area. It is actually a cooperative effort between the LEA(s) and a university-level teacher education agency. It coordinates and provides both formal and informal inservice and assistance programs for teachers within your school system or consortium. For your convenience, the PDC has been located within a school rather than in the system's administrative offices. It consists of an office, professional development library, and a Local Professional Development Coordinator.

The collaborating university may have provided much of the expertise and part of the funding needed to operate your PDC. In return, the university will use the services provided by your PDC to arrange credit courses for you and other beginning vocational teachers. These courses, once arranged, will be taught locally and will provide you and other beginning teachers with college credits and teaching assistance. The most critical characteristics of your PDC are listed below:

1. It is located in a local school;
2. The PDC should represent a collaborative relationship between the school/school system and university;
3. It employs a full-time Local Professional Development Coordinator;
4. It may operate on a joint funding agreement between the local school consortium, university, and state department of education;
5. The PDC is responsible for the induction development of beginning vocational teachers and the continuing development of other vocational teachers.

What is a Local Professional Development Coordinator?

Your PDC is operated by a Local Professional Development Coordinator (LPDC). This individual is a regular faculty member from your school system or consortium rather than a school administrator. The LPDC is assigned full-time to the operation of the PDC and is there to provide you with the information and assistance you will require as a beginning vocational teacher. The LPDC has not been assigned routine administrative duties; therefore, he or she will not typically have to be at a given location on a regular basis. The LPDC is there to meet your needs as a beginning vocational teacher. In this capacity, he or she is expected to perform a variety of responsibilities:

1. **Induction Assistance** - The primary responsibility of the LPDC is the organization and conduct of your induction assistance program. In this role, the coordinator is responsible for training experienced and successful teachers to serve as mentors. The coordinator will eventually facilitate the matching between you and one of these trained mentors. The LPDC also will be organizing ongoing professional induction support and assistance seminars for you and other novice teachers. He or she will be actively seeking out and coordinating induction efforts for you and other beginning vocational teachers between the teacher education college, state department of education, and professional organizations.
2. **Continuing Development** - Professional development is a continuing process that begins during preservice, encompasses the induction process, and extends throughout the career of the teacher. The LPDC is responsible for organizing and supervising the continuing development activities of all the vocational teachers located in your school, school system, or consortium.
3. **University Affiliation** - The cooperating teacher education college or university may have granted the LPDC adjunct or associate faculty status. Therefore, the LPDC is charged with organizing college-credit courses and noncredit workshops for you and other vocational teachers. The LPDC is essentially a locally-based teacher educator and is in a unique position to facilitate collaboration between university faculty and your local school faculty.

What services will the PDC provide for you as a beginning vocational teacher?

As a beginning vocational teacher you will be faced with many new experiences. Experiences that will prove to be positive, negative, rewarding, and at times extremely frustrating. The services offered by the PDC have been designed based on the findings provided through a five-year research project entitled "The Professional Development of Beginning Vocational Teachers," conducted through the Virginia Tech Office of the National Center for Research in Vocational Education, University of California at Berkeley. They were developed to provide you with the assistance you will require and will include the following:

1. **Local Professional Development Coordinator** - The information preceding this explains in detail your LPDC's responsibilities. Moreover, this individual

will be there to provide you with any additional support, information, and guidance you may need as a beginning vocational teacher. Do not be afraid to turn to this individual when you need assistance regarding your new teaching experiences.

2. **Detailed Orientation** - The LPDC, working through the PDC, will ensure that you receive the information and guidance you will need for a successful beginning as a new vocational teacher. This information and guidance will be provided to you in a logical and manageable format so that you do not experience the "sensory overload" commonly encountered by many beginning teachers. Initially, your detailed orientation will include only that information and guidance that you will need in the beginning. Additional information and guidance that can wait until a later time will be provided to you throughout your first year of teaching.

3. **Beginning Vocational Teacher Handbook** - The need for a concise beginning teacher handbook is one of the things repeatedly mentioned by beginning vocational teachers participating in the research cited above. Therefore, this handbook has been developed and provided to you as a resource. It includes actual information that can be used and/or will need to be obtained by you as a beginning vocational teacher in your system. You should refer to this Handbook on a regular basis.

4. **Structured Mentoring Program** - By participating in this induction assistance program, you will be or already have been provided with a mentor. Your mentor has previous teaching experience and has been provided a mentoring handbook and trained by your LPDC in the art of mentoring. He or she is there to give you the support and guidance you will require as a beginning vocational teacher. Your mentor is an individual whom you can turn to with your questions and beginning teaching experiences.

5. **Beginning Teacher Peer Support Group** - This is a very special group consisting of only the beginning vocational teachers within your school, school system, or consortium. This group will schedule and hold periodic meetings. Unless invited, outsiders such as the LPDC will not normally attend the peer support meetings The purpose of this unique group will be to provide you with opportunities to share your experiences and thoughts with other beginning

vocational teachers. It also will allow you the opportunity to gain from their experiences and thoughts as beginning teachers.

6. **Systematic Administrator Support** - The support of your administrators for you and this program is very important. Therefore, your LPDC will be periodically be working with your principals and other school administrators to help them better understand your needs and problems as a new vocational teacher.

7. **Series of Ongoing Inservice Workshops** - You and other beginning vocational teachers in your school, school system, or consortium will be given needs assessments on a regular basis to determine and prioritize the teaching needs of your particular group. These needs assessments will be used by your LPDC to develop or organize workshops to be offered through your PDC. Workshops will be offered throughout the school year and made available on an as-needed basis. The research collected by the team at Virginia Polytechnic Institute and State University will be used as the initial starting point for these cafeteria-style workshops.

8. **Courses Meeting State Certification Requirements** - Beginning vocational teachers obtaining initial certification through alternative routes usually will be required by the state to obtain additional certification coursework. Therefore, your LPDC will coordinate the offering of such courses with your state department of education and the cooperating teacher-education college or university.

9. **Coaching in Reflective Teaching** - Reflective teaching was originally developed by D. R. Cruickshank at The Ohio State University. It is a teaching strategy that promotes self-examination and critique as a means of improving one's teaching skills. Your local LPDC has been prepared to provide you with instruction and guidance regarding the process and benefits of reflective teaching. Through the PDC, you will be given structured exercises that will assist you in finding the time and the opportunity to participate in self-examination and critique.

10. **Local Professional Development Library** - A grouping of viable resources that you can use to improve your teaching will be made available to you through your PDC.

11. **Professional Development Plan** - A plan of individualized activities that will enable you as a beginning vocational teacher to develop into a competent knowledgeable teacher. This plan will help you focus on your goals as a beginning teacher, meet your immediate needs, and develop your future directions.

TAB N - PROFESSIONAL DEVELOPMENT PLAN

Explanation:

A professional development plan is a plan of activities that will enable a beginning teacher to develop into a competent and knowledgeable teacher. It should include personal and program goals.

Activities for This Section:

1. **Short-Term Personal Goals** - Try to imagine what you would like to achieve personally in one year. Maybe you would like to complete a college course, certification requirements, or improve your communication skills. Once you have set your short-term goals, write them down on the form that follows these instructions. Be sure to include the objectives you will need to complete to accomplish your short-term goals.

2. **Long-Term Personal Goals** - Now that you have your short-term personal goals identified, try to determine the long-term personal goals you would like to achieve in five years. You may decide to obtain a master's degree, buy a home, or work towards a occupational promotion of some type. Record your long-term personal goals and corresponding objectives on the form that follows these instructions.

3. **Short-Term Program Goals** - Think about your vocational program and decide what you would like to achieve with your program within the next year. You may want to increase your program's enrollment, obtain additional equipment, or improve relationships with your business community Write these goals and the objectives to achieve these goals on the form that follows these instructions.

4. **Long-Term Program Goals** - Look five years into the future and try to establish long-term goals for your vocational program. Maybe you would like for your vocational program to gain status in your school system, develop into a recognized and respected pool of applicants for community businesses, or acquire a new laboratory. Record your long-term program goals and corresponding objectives on the form that follows these instructions.

For Assistance:

You can obtain assistance in developing your short-term and long-term goals by discussing your aspirations with the people listed below:

1. Local Professional Development Coordinator
2. Mentor teacher
3. Principal
4. Vocational director

PERSONAL GOALS FORM

Name: ______________________________ Date: ______________

Short-Term Personal Goals (to be achieved in one year):

Goal:

____

Objectives:

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Goal:

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Objectives:

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Goal:

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Objectives:

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Goal:

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Objectives:

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Long-Term Personal Goals (to be achieved in five years):

Goal:

Objectives:

Goal:

Objectives:

Goal:

Objectives:

Goal:

Objectives:

PROGRAM GOALS FORM

Name: ______________________________ Date: _____________

Short-Term Program Goals (to be achieved in one year):

Goal:

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Objectives:

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Goal:

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Objectives:

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Goal:

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Objectives:

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Goal:

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Objectives:

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Long-Term Program Goals (to be achieved in five years):

Goal:
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Objectives:
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Goal:
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Objectives:
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Goal:
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Objectives:
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Goal:
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Objectives:
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TAB O - PROFESSIONAL ORGANIZATIONS

Explanation:

Developing as a well rounded professional in any field requires a level of familiarity with and commitment to its professional organizations. Acting as an active member in the organizations associated with your particular vocational area will provide you with a variety of opportunities: to gain professional and personal growth, to obtain access to pertinent information related to vocational education in general and to your field of expertise, and to develop associations with other professional educators. It is important for you to note that the membership dues for these professional organizations vary in cost and are typically tax deductible.

Activity for This Section:

Peruse the information provided in this section on professional organizations and identify those organizations that would be important for you to join. Make an effort to find out more about these organizations and to join those organizations that would be important to you in your vocational area.

American Vocational Association (AVA)

The primary association for vocational education is AVA. It serves the needs of vocational education by acting as a communications link between vocational educators, policymakers, decisionmakers and the general public. For more information about AVA contact:

American Vocational Association
Membership Department
1410 King Street
Alexandria, VA 22314
(703) 683-3111

Each state in the union has a separate affiliation within AVA. Information about your state's affiliate can be obtained by contacting AVA's National Headquarters and/or by contacting your vocational director.

AVA has thirteen divisions to include a division for each of the vocational programs. Information about these divisions can be obtained through your vocational director or by using the information given above. The divisional affiliates for the disciplines within AVA are

1. Agricultural Education Division of AVA,
2. Business Education Division of AVA,
3. Health Occupations Education Division of AVA,
4. Home Economics Education Division of AVA,
5. Marketing Education Division of AVA,
6. Technology Education Division of AVA, and
7. Trade and Industrial Education Division of AVA.

Program Specific Professional Organizations

As a vocational educator you may want to obtain information and/or join professional organizations geared specifically to your vocational discipline and needs. Professional organizations related to the seven vocational service areas include the following:

Agricultural Education

National Vocational Agriculture Teachers Association
P.O. Box 15440
Alexandria, VA 22309
(703) 780-1862

Business Education

National Business Education Association
1914 Association Drive
Reston, VA 22091-1596
(703) 860-8300
FAX (703) 620-4483

Future Business Leaders of America
Phi Beta Lambda, Inc.
National Headquarters
P.O. Box 17417-Dulles
Washington, DC 20041

Delta Pi Epsilon (Graduate Honor Society)
National Office
P.O. Box 4340
Little Rock, AR 72214

Home Economics Education

American Home Economics Association
1555 King Street
Alexandria, VA 22314
(800) 424-8080

Marketing Education

Marketing Education Association
1375 King Ave., Suite 1-A
P.O. Box 12208
Columbus, OH 43212-0208
(800) 448-0398

Technology Education

International Technology Education Association
1914 Association Drive
Reston, VA 22091-1502
(703) 860-2100

Trade and Industrial Education

National Association for Trade and Industrial Education
P.O. Box 1665
Leesburg, VA 22075
(703) 777-1740

Omicron Tau Theta (OTT)

OTT is an honorary professional society in vocational education. The chief purposes of this organization are to promote leadership, research, and service in vocational education and to promote a close professional relationship among educational institutions, government, business and industry, and members of the society. Membership is by chapter invitation and may be extended to men and women who meet the requirements set forth in the constitution of OTT. Information about

OTT and the chapters located in your state can be obtained by contacting

Omicron Tau Theta
414 Kennedy Hall
Cornell University
Ithaca, NY 14853

Phi Delta Kappa (PDK)

PDK is an international professional fraternity for men and women in education. Members within the organization consist of recognized leaders in the profession and graduate students in education whose leadership potential has been identified. Classroom teachers, school administrators, college and university professors, and educational specialists of many types are members of PDK. The chief purpose of this organization is to promote quality free public education. The ideals of research, service, and leadership and the translation of these ideals into a program of action appropriate to the needs of public education are important to this fraternity and its major purpose. Membership is by nomination and chapter invitation and may be extended to men and women who meet the requirements set forth in the constitution of PDK. Information about PDK and the chapters located in your state can be obtained by contacting

Phi Delta Kappa
Eighth and Union
Box 789
Bloomington, IN 47402-0789
(812) 766-1156 or (800) 766-1156

National Education Association (NEA)

The National Education Association is the largest of the teacher professional organizations in the United States. It functions both as a professional society and as a labor union representing teacher interests. In general, the NEA has historically been less than supportive of vocational education programs and goals in public education.

TAB P - RESOURCES

Explanation:

As a beginning teacher, you will want to generate a variety of resources to assist you with your teaching and provide you with support and guidance. Developing a method of keeping track of the resources available to you will be vital to your teaching and your program. Strong resources will continue to be important when you become a veteran teacher.

Activities for This Section:

1. **Community Matrix** - Using the information you generated in the Community Resources and Advisory Committee sections of this handbook, develop a matrix of community resources and the contributions each resource can make to your teaching and program. Use the example below as a guideline when developing your matrix. Place the community matrix in this section of the *Beginning Vocational Teacher Handbook.*

Resource	Speaker	Judge	Field Visits	Training Station
Mall Mgr	X	X	X	X
Mgr Sydney	X	X		X
Chamber	X	X		

2. **College/University Faculty** - Teacher education colleges and universities having your program as a major can be a great deal of assistance to you as you begin your first years of teaching. Look in your state directory listing for the names, addresses, and phone numbers of these individuals. Don't hesitate to write or call them for assistance.

3. **Job Sponsors** - Those employers who hire your students and program graduates can be a wealth of information for you. Include them on the matrix described above or develop a separate one that includes only your job sponsors. Put your job sponsor's matrix in this section of the *Beginning Vocational Teacher Handbook.*

4. **Professional Development Center** - Review the information provided in the Professional Development Center section of this handbook for the resources available through your Professional Development Center. Suggested resources

for the Professional Development Program have been included in a separate manual: *Professional Development Program for Beginning Vocational Teachers: Suggested Resources for the Professional Development Program.*

5. **School Handbook** - Review the information provided in your school handbook. It can provide you with a lot of valuable information and additional resources. Many school systems require you to return your handbook at the end of the school year. Therefore, you may want to copy and insert information from your school's handbook in the appropriate sections in this handbook.

6. **School Resources** - Explore your school and peruse other information in this handbook to identify resources that could be of value to you and your program. These may include such resources as other teachers, other school employees, computer lab, software, library, and career lab. Make a list of these resources and place it in this section of the *Beginning Vocational Teacher Handbook.*

7. **State Library** - Many states, such as Virginia, have a state library that has materials for loan to teachers. Determine whether or not your state has this resource available to you. If it does, contact the person in charge for a list of resources. Ask your librarian or principal who works with curriculum for the contact person's name, address, and phone number.

8. **State Staff** - Those people employed by your state department of education can be very important resources. Make certain you are familiar with the people associated with your teaching area. Members of the state staff can help you with your curriculum, state reports, vocational student organization, and other areas.

9. **Vocational Student Organization Guide** - Refer to your vocational student organization guide, for the current year for a wealth of resources to assist you to prepare your students for competition. If you do not have a guide, write to appropriate address provided in the vocational student organization section of this handbook.

For Assistance:

Refer to other sections of this handbook and/or contact the individuals listed below to obtain assistance with the activities listed in this section.

1. Local Professional Development Coordinator

2. Mentor teacher

TAB Q - SCHOOL CLUBS AND ORGANIZATIONS

Explanation:

Since you will probably be responsible for or at least involved with the vocational student organization associated with your program area, it will be advantageous for you to become familiar with the other clubs and organizations within your school. Having knowledge of these other clubs and organizations will permit you access to other facets of the school's environment that you might not otherwise have.

You may want to consider arranging joint activities with these other clubs and organizations. You may want to encourage your students to participate in the activities of other organizations, thus creating support for the activities sponsored by your vocational student organization.

Activities for This Section:

1. **School's Clubs and Organizations** - Contact your school principal or assistant principal and obtain a complete listing of your school's clubs and organizations. Attempt to create your own list if one is not available. Make certain that you include the name(s) of the sponsor(s). You can use the list that is provided to you, enter this information into a data management system, or use the clubs and organization form that follows these instructions (additional copies will need to be made). Include this list in this section of the *Beginning Vocational Teacher Handbook*.
2. **Advisors and Sponsors** - After obtaining the list described above, make an effort to contact and introduce yourself to the advisors and sponsors of the these other clubs and organizations. Contacts of this sort could prove important to you in the future. Try to maintain relationships with these other individuals.
3. **Fund Raisers** - You will soon discover that many clubs and organizations in your school have fund raisers that they conduct on a regular basis each year. Determine these fund raisers in advance so that you do not carelessly irritate other advisors, sponsors, and members. Having this information will save you from spending time and energy on a fund raiser that is traditionally conducted by another club or organization.

For Assistance:

Assistance with the activities listed in this section can be obtained by contacting the individuals listed below:

1. Local Professional Development Coordinator
2. School principal
3. Mentor teacher
4. Other advisors and sponsors

SCHOOL CLUBS AND ORGANIZATIONS

Name of Organization: ______________________________
Sponsor(s)/Advisor(s): ______________________________
____
Purpose: ____
____
Fund Raisers:
____
____

Name of Organization: ______________________________
Sponsor(s)/Advisor(s): ______________________________
____
Purpose: ____
____
Fund Raisers:
____
____

Name of Organization: ______________________________
Sponsor(s)/Advisor(s): ______________________________
____
Purpose: ____
____
Fund Raisers:
____
____

TAB R - SCHOOL, SCHOOL SYSTEM, AND DEPARTMENT OF EDUCATION MATERIALS

Explanation:

As a beginning teacher it will be necessary for you to obtain a variety of materials from your school, school system, and department of education. Obtaining and reviewing these materials will answer many of the questions you may be experiencing.

Activities for This Section:

1. **Adult Education Procedures** - Obtain a copy of the adult education program's organization and implementation procedures for your school and school system.
2. **Program Brochures** - Ask other vocational teachers in your area to provide you with copies of their program brochures. If no brochures are available you may want to consider developing one of your own.
3. **School Handbook** - If available, you probably have already received a handbook from your school and school system. If not, check to see if one is available.
4. **Teacher Curriculum Resource Guides** - If available, obtain the teachers' curriculum resource guides for all levels of your vocational program. You also should obtain any supplemental guides that are available for your program area.
5. **Vocational Area Teacher Handbook** - Obtain a teacher's handbook for your vocational area.

For Assistance:

Contact any of the individuals or agencies listed below to obtain assistance with the activities in this section.

1. Local Professional Development Coordinator
2. Mentor teacher
3. School principal
4. Vocational director
5. State service area
6. State curriculum center

TAB S - SCHOOL TERRITORY

Explanation:

It is imperative that teachers acquire an understanding of their school's territory. Beginning teachers who possess a working knowledge about their schools' territory are able to gain much of the assistance they require. Teachers should accumulate information about their schools and school systems' organizational charts, personnel directories, maps, and layouts. All beginning teachers should participate in a tour of their schools.

Activities for This Section:

1. **City/County Schools** - Obtain a map of your city or county and identify all of the schools within your school system. Write the names of these schools on the map where they are located. Also, complete the school informational form that follows these instructions for the schools that will be important to you. Be sure to make additional copies of the form prior to completing it. Place the map and school informational form in this section of the *Beginning Vocational Teacher Handbook*.

2. **Organizational Charts** - An organizational chart is an illustration depicting an organization's positions and formal lines of authority. Obtain organizational charts for your school and school system. Draw organizational charts for those charts that are unavailable. Place these charts in this section of the *Beginning Vocational Teacher Handbook*.

3. **Personnel Directories** - Personnel directories provide a list of an organization's employees and their phone numbers. Obtain personnel directories for your school and school system. Make certain that these directories include the individuals' names and phone numbers. If directories of this type are unavailable, create your own personnel directory using copies of the form that follows these instructions. Place these directories in this section of the *Beginning Vocational Teacher Handbook*.

4. **School Map or Layout** - Obtain a map or layout of your school. Make sure that this map or layout shows the school's departments, its offices, and room numbers. You should develop your own map or layout if one does not exist. Place your school map or layout in this section of the *Beginning Vocational Teacher Handbook*.

5. **School Tour** - Participate in a tour of your school. Be sure to visit the areas considered important to your tour guide as well as those listed on the tour sheet that follows these instructions. Check off the areas as you visit them.

For Assistance:

Assistance with the activities in this section can be obtained by consulting any of the individuals listed below:

1. Local Professional Development Coordinator
2. School principal
3. Mentor teacher

SCHOOL PERSONNEL DIRECTORY

Employee Name:
Title/Position:
School Address:

Phone Number:

Employee Name:
Title/Position:
School Address:

Phone Number:

Employee Name:
Title/Position:
School Address:

Phone Number:

Employee Name:
Title/Position:
School Address:

Phone Number:

SCHOOL INFORMATION FORM

School Name: ______________________________
Level: ______________________________
Address: ______________________________
Principal: ______________________________
Office Phone: ______________________________
Teachers in your Subject Area:

________________ ________________
________________ ________________
________________ ________________

School Name: ______________________________
Level: ______________________________
Address: ______________________________
Principal: ______________________________
Office Phone: ______________________________
Teachers in your Subject Area:

________________ ________________
________________ ________________
________________ ________________

School Name: ______________________________
Level: ______________________________
Address: ______________________________
Principal: ______________________________
Office Phone: ______________________________
Teachers in your Subject Area:

________________ ________________
________________ ________________
________________ ________________

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SCHOOL TOUR SHEET

_______ Administrative offices
_______ Audio/visual equipment room
_______ Auditorium
_______ Athletic facilities
_______ Cafeteria
_______ Clinic
_______ Duplicating/photocopying room
_______ Guidance office
_______ Library
_______ Mail area
_______ Your program facilities
_______ Supply room
_______ Teacher's lounge
_______ Other support labs
_______ Other classrooms
_______ Other areas:

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TAB T - VOCATIONAL STUDENT ORGANIZATIONS

Explanation:

The vocational student organization (VSO) is a major component of your program area. VSOs may be referred to as cocurricular organizations. Specifically, a VSO is the student organization that is linked to a specific vocational program. They provide students with a variety of activities which help them to prepare for leadership roles and careers in a vocational area of study. The cocurricular organizations associated with the seven vocational areas of study are listed below:

1. **Agricultural Education** - FFA
2. **Business Education** - Future Business Leaders of America (FBLA)
3. **Health Occupations** - Health Occupations Student Association (HOSA)
4. **Home Economics Education** - (2 divisions)
    - Future Homemakers of America (FHA), consumer oriented
    - Home Economics and Related Occupations (HERO), occupational oriented
5. **Marketing Education** - DECA
6. **Technology Education** - Technology Education Student Association (TESA)
7. **Trade and Industrial Education** - Vocational and Industrial Clubs of America (VICA)

Activities for This Section:

As a vocational teacher it will be very important for you to be aware of the policies, procedures, regulations, and activities associated with your program's student organization. In most cases you will find yourself as the advisor and sponsor of this organization. However, even if you are not the organization's advisor, you will be involved with it and its activities. Acquiring as much information as possible about this organization will assist you in your future teaching. You may wish to refer to your vocational student organization guide when completing the activities in this section.

1. **Competitive Events** - Obtain a list of your state's current competitive events from your State Specialist. National competitive events may be obtained from your national headquarters (addresses given at the end of these instructions). These guidelines should be place in this section of the Beginning Teacher's

Handbook. **Always make sure you are using the current year's guidelines for district, state and national events.**

2. **District Personnel** - If there is a district or regional advisor for your VSO, obtain his or her name, address, and telephone number. Also, acquire a list of the current district officers. Put this information in this section of the *Beginning Vocational Teacher Handbook.*

3. **Forms** - Include any forms that pertain to the above activities in this section. Be sure to ask an experienced person from your vocational area to complete sample forms for you to follow.

4. **Fund Raisers** - Obtain your school's policies and procedures for fund raisers. These should be available through your school principal. Place these policies and procedures in this section.

5. **Other VSOs** - Ask your immediate supervisor for a list of the VSOs in your school, their sponsors, a description of each of the organizations and their purposes. Get to know the other sponsor. You may need to ask them for some of this information as well as other types of assistance. You may want to do some joint projects with other VSOs in the school. For example, if FFA grows flowers, DECA can market and sell them.

6. **Orientation** - Ask another vocational teacher in your area who has had a lot of experience and success with their student organizations to provide you with an orientation. Attend any special sessions that might be provided by your state staff. Send for the handbook and other resources provided by your national organization (addresses provided at the end of these instructions). Learn from other teachers in your area and compile a variety of information about your vocational student organization. When possible, you should place this information in this section of the *Beginning Vocational Teacher Handbook.*

7. **School's Rules and Regulations** - Get a list of your school's rules and regulations pertaining to youth organizations. These should be available through one of your principals. Place these in this section.

8. **State Department's Rules and Regulations** - Obtain a list of your State Department of Education's rules and regulations for vocational student organizations. These should be available through your area's state specialist. Put these in this section of the *Beginning Vocational Teacher Handbook.*

9. **State Officers** - Obtain a list of your organization's state officers. Place their names, addresses and phone numbers in this section of the *Beginning Vocational Teacher Handbook.*

10. **State Specialist** - Find out the name of your state specialist by looking in your state directory or by asking another teacher in your vocational area. Put this information in this section of the *Beginning Vocational Teacher Handbook.*

11. **VSO Trips** - Find out the policies and procedures for taking VSO trips. Make sure you get the information about field trips, overnight trips and state and national conferences. Put this information in this section of the *Beginning Vocational Teacher Handbook.*

For Assistance:

Information and assistance about your program's vocational student organization can be obtained by contacting any of the individuals or organizations below:

1. Local Professional Development Coordinator
2. Mentor teacher
3. School principal
4. Vocational director
5. State Specialist for your program area
    - DECA specialist
    - FBLA-PBL specialist
    - FFA specialist
    - FHA/HERO specialist
    - HOSA specialist
    - TESA specialist
    - VICA specialist
6. The ten VSOs recognized by the U.S. Department of Education are:
    - Business Professionals of America
      5454 Cleveland Avenue
      Columbus, OH 43231
      Contact Person: Ms. Dorothy Goodman
      (614) 895-1165
      FAX: (614) 895-1165

- Distributive Education Clubs of America
  1908 Association Drive
  Reston, VA 22091
  Contact Person: Dr. Fred Williford
  (703) 860-5000
  FAX: (703) 860-4013
- Future Business Leaders of America
  Phi Beta Lambda
  1908 Association Drive
  Reston, VA 22091
  Contact Person: Dr. Edward D. Miller
  (703) 860-3334
  FAX: (703) 360-5524
- National FFA Organization
  National FFA Center
  P.O. Box 15160
  5632 Mt. Vernon Memorial Highway
  Alexandria, VA 22309
  Contact Person: Mr. Larry D. Case
  (703) 360-3600
  FAX: (703) 360-5524
- Future Homemakers of America
  1910 Association Drive
  Reston, VA 22091
  Contact Person: Mr. Alan Rains
  (703) 476-4900
  FAX: (703) 860-2713
- Health Occupations Students of America
  6309 North O'Connor Road, Suite 215, LB #117
  Irving, TX 75039-3510
  Contact Person: Dr. Jim Koeninger
  (214) 506-9780
  FAX: (214) 506-9919

- National Postsecondary Agricultural Student Organization
  Agriculture and Technical College
  Cobleskill, NY 12043
  Contact Person: Dr. Kenneth Olcott
  (518) 234-5571

- National Young Farmers Education Association
  National FFA Center
  P.O. Box 15160
  5632 Mt. Vernon Memorial Highway
  Alexandria, VA 22309
  Contact Person: Mr. Wayne Sprick
  (703) 799-0594
  FAX: (703) 360-5524

- Technology Student Association
  1914 Association Drive
  Reston, VA 22091
  Contact Person: Mrs. Rosanne White
  (703) 860-9000
  FAX: (703) 620-4483

- Vocational Industrial Clubs of America
  P.O. Box 3000
  Leesburg, VA 22075
  Contact Person: Mr. Steve Denby
  (703) 777-8810
  FAX: (703) 777-8999

TAB U - SUGGESTIONS FOR SUCCESS

Explanation:

The suggestions provided in this section of the handbook should help you as you continue in your teaching career. Review these and use them to your advantage. Remember this section and add additional items that you believe will help you to develop into a successful vocational education teacher.

Items Provided in This Section:

1. Instructions for Maintaining a Teaching Diary
2. Instructions for Observing Experienced Teachers
3. Instructions for Reflective Self-Examination
4. Stress Management Tools
    - The Barksdale Personal Stress Index
    - Coping with Stress
    - How High Achievers Handle Stress
5. Helpful Hints for Maintaining Classroom Discipline
6. 50 Tips on Motivating Students
7. Some Thoughts About Secondary Students
8. Time-Management Hints
9. Improve Your Teaching With Effective Questioning

TEACHING DIARY

Keep a written or tape recorded diary on a daily or at least weekly basis. This will help you to think about your life as a teacher. This activity goes hand in hand with reflective teaching. Ten years from now you will enjoy reading or listening to your diary. Use the questions below to guide you when preparing your own personal teaching diary.

1. What significant events happened today?
2. Did you have any problems? If so, what were they? How did you solve them? Is there a better solution?
3. What did you learn about teaching today?
4. What was the best thing that happened today?
5. If you had the day to start over, what would you do differently?

OBSERVING EXPERIENCED TEACHERS

Arrange with other teachers (in academic as well as vocational areas) to observe their classes. Find out who the very successful teachers are in your school or in neighboring schools and observe the teachers methods and techniques. Observations of other classes will help you in identifying strategies that will be helpful to you in your own classroom. You should make an effort to observe other teachers' classes of all disciplines at least every other week. Take notes during your observations. The questions below should be answered during or after your observations.

1. Did the teacher have a good rapport with his or her students?
2. What teaching methods did the teacher use?
3. What teaching techniques did the teacher use?
4. Was the teacher adequately prepared?
5. What types of activities did the students participate in during the lesson?
6. Did the students seem interested in the lesson?
7. Did the teacher experience any discipline problems? If so, how did the teacher handle the problems?
8. What positive things occurred during the observation?
9. Did any negative things occur during the observation?
10. What was the most important thing you learned from the observation?

REFLECTIVE SELF- EXAMINATION

Participating in reflective self-examination will provide you with the opportunity to analyze the planning and delivery of your previous lessons. You will be able to use the results to improve your future teaching. Use the questions below as a guide when conducting reflective self-examinations of your teaching.

1. What significant events happened today?
2. Did you have any problems? If so, what were they?
3. How did you solve the problems you experienced?
   Was it a good strategy?
   How might it be improved?
4. What have you learned about teaching today and during this week?
5. What was the best thing that happened to you today and during this week?
6. Overall, how do you think you are doing?
7. Where in you teaching responsibilities might you make improvements or changes?
8. How do you honestly feel about teaching?

THE BARKSDALE PERSONAL STRESS INDEX *

It is essential that you answer these statements according to how you actually feel or behave, rather than according to any concepts you have about how you "should" or "shouldn't" feel or behave. On a scale of 0 to 4, rate how strongly you identify with the following statements, 0 being the least, 4 the most.

1. I am easily angered by others' undesirable attitudes and behavior.
2. I feel trapped by circumstances, demands, and obligations.
3. I have a compulsive need to do "more" and "better."
4. I often put off doing things that I feel I ought to do now.
5. I experience insecurity and anxiety about my future.
6. I have an intense need for appreciation, love, and caring.
7. I have a strong need for recognition and respect.
8. I have a compulsive need to meet others' requests.
9. I deeply resent unfair situations and events.
10. I do not get the recognition and credit I feel I deserve.
11. I have an intense need for attention and approval.
12. I find responsibility difficult to handle.
13. I have an intense need for the confirmation and agreement of others.
14. I find my life unfulfilled and meaningless.
15. I often feel inadequate, inferior, unworthy, and guilty.
16. I am extremely impatient and easily frustrated.
17. I have a compulsive need to prove my worth.
18. I find it difficult to make decisions and stick to them.
19. I am harsh and demanding with myself.
20. I have a strong need to control people, situations, and events.
21. I blame myself for mistakes, defeats, and failures.
22. I experience anxiety about undertaking new endeavors.

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23. I worry a great deal about my work and my loved ones.

24. I have a driving need to win - to be the best.

25. I am very critical of people and displeasing behavior.

To find your PSI, simply add up your scores on the twenty-five stress statements. Your PSI will fall somewhere between 0 and 100. A PSI of 5 or less indicates an exceptionally low level of stress. A PSI between 20 and 50 indicates a definite handicap to one's well-being. A PSI of more than 50 indicates a damaging level of stress that if prolonged indefinitely could well be higher than the human organism can tolerate.

Source: Kayponya, P. (1990). *How To Survive Your First 90 Days at a New Company*. Hawthorne, NJ: Career Press.

COPING WITH STRESS *

Control the situation:

Avoid unrealistic deadlines.

Do your best, but know your limits.

You cannot be everything to everyone.

Learn to identify and limit your exposure to stressful situations and people.

Open up to others:

Discuss your problems, frustrations, and sources of uptightness with those who care about you.

When faced with a tough situation, smile! A sincere smile often can defuse emotion and build a bridge of goodwill.

Pace yourself:

Plan your day on a flexible basis.

Don't try to do two or more things at the same time.

Counter unproductive haste by forcing yourself to slow down (stop and smell the roses).

Think before reacting.

Live on a day-to-day basis rather than on a minute-by-minute basis.

Exercise and relax:

Engage in regular noncompetitive physical activity.

When feeling uptight, relax for a few minutes by following these simple steps:

1. Sit comfortably with eyes closed in a quiet location.
2. Slowly repeat a peaceful word or phrase over and over to yourself in your mind.
3. Avoid distracting thoughts by keeping a passive mental attitude.

Source: Kreitner, R. (1989). *Management.* Boston, MA: Houghton Mifflin.

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HOW HIGH ACHIEVERS HANDLE STRESS *

Why do some people never let stress get to them, no matter how great the pressures they face? Here are some techniques winners use for coping with stress:

1. They recognize the need to determine whether given situations demand fight or flight. High achievers know that sometimes it's best to walk away from a stressful situation; other times demand a fight, come what may.
2. They are not pessimistic. High achievers know there are stressors to face, that some of life's stresses can debilitate, or worse. They also know that nothing worthwhile was ever accomplished without a struggle.
3. They have learned good health is essential for handling stress. They know that the mind is part of the entire body.
4. They know they hold their destiny in their own hands.
5. They make physical activity a way of life. It is the most natural stress reducer.

Source: Kayponya, P. (1990). *How To Survive Your First 90 Days at a New Company*. Hawthorne, NJ: Career Press.

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HELPFUL HINTS FOR MAINTAINING CLASSROOM DISCIPLINE *

1. Learn all you can about your students' previous school experiences (but do not let this information bias you).
2. Be prepared for class. As a matter of fact, prepare too much material each day. Ten seconds of idle time can develop into ten minutes of problems.
3. Start the class on the bell with real class work.
4. Set up the room to encourage good discipline. Make sure you can get to every one in the class. Use a seating arrangement.
5. Accept the responsibility for maintaining the discipline in your class.
6. Believe it or not, don't see and hear everything. Learn to tolerate some noise and movement.
7. Keep your rules simple and clear. Make certain that everyone understands what you expect.
8. Keep your rules to a minimum; basic rules are needed, but many rules have no real purpose.
9. Enforce all of your rules consistently every day, every time.
10. Learn to distinguish between discipline problems and other kinds of problems.
11. Approach teaching in a serious and businesslike manner. Be a good and neat dresser, be businesslike, and be friendly.
12. Avoid threats; provide warnings and consequences.
13. Avoid head on confrontations (stay calm).
14. Make all class assignments clear and reasonable.
15. You're a fool if you punish the entire class for the actions of a few.
16. Never say anything to a student in front of a class that you would not say in the presence of his or her parents.
17. Never, never, never humiliate a student in front of others.
18. Students have plenty of buddies. Don't be a buddy; be a teacher.
19. Don't be afraid to apologize.

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20. Use the telephone. Let the parents work with you.

21. Never argue with a student in front of the class. The odds are 25 to 1 that you will lose.

22. Be enthusiastic; enthusiasm is contagious.

23. Don't be a screamer. A barking teacher does nothing but make noise.

24. Don't make study a punishment. You cannot motivate a student to "learn a punishment." Think about this statement.

25. Know your students' hobbies, interests, problems, and friends; show a sincere interest in these things.

26. Keep administrators informed when dealing with problem students.

27. Record everything.

28. Find out your principle's philosophy on discipline.

29. Learn to ignore little things.

30. Stop and think before you do anything.

Source for a majority of these hints:

Rush, W. J.. (1983, February). Discipline: The greatest killer of teachers. *NASSP Newsleader*.

50 TIPS ON MOTIVATING STUDENTS *

1. Know your students and use their names as often as possible.
2. Plan for every class; never try to wing it.
3. Pay attention to the strengths and limitations of each of your students. Reward the strengths and strengthen the weak spots.
4. Set your room in a U-shape to encourage interaction among the students.
5. Send lots of positive messages with posters, bulletin boards, and pictures.
6. Be sure that your classroom is comfortable; check the air circulation, temperature, lighting, and humidity.
7. Keep the laboratory well-organized and efficient.
8. Vary your instructional strategies; use illustrated lectures, demonstrations, discussions, computers, tutoring, coaching, and more.
9. Review the class objective each day. Be sure the students see how the entire program moves along.
10. Make your instruction relevant. Be sure your students see how the content relates to them and the world of work.
11. Open each presentation with an introduction that captures the interest of your students.
12. Move around the room as you teach; walk energetically and purposefully.
13. Be expressive with your face. SMILE!
14. Put some excitement into your speech; vary your pitch, volume, and rate.
15. Use demonstrative movements of the head, arms, and hands; keep your hands out of your pockets.
16. Use words that are highly descriptive; give lots of examples.
17. Accept students' ideas and comments, even if they are wrong; correct in a positive manner.
18. Maintain eye contact and move toward your students as you interact with them; be sure to nod your head to show that you are hearing what they say.

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19. Give lots of positive feedback when students respond, offer their ideas, perform a task correctly, come to class on time, and bring their materials to class.

20. Foster an active vocational student organization.

21. Use appropriate humor in your teaching and in tests to relieve anxiety.

22. Post program-related cartoons, and use them on overheads and in handouts.

23. Provide opportunities for the students to speak to the class.

24. Be available before class starts, during break, and after class to visit with students who wish to see you.

25. Return assignments and tests to students ASAP. Be sure to make positive comments and suggestions.

26. Teach by asking lots of questions during introductions, presentations, demonstrations, and laboratory work.

27. Plan laboratory activities so that all of the necessary tools, equipment, and materials are available when the students are ready to use them.

28. Give the students an opportunity to participate in the organization and management of the laboratory.

29. Be aware of those students requiring assistance and then see that they get it.

30. Maximize the use of time so that the students keep busy with productive, relevant activities.

31. Be a model of the work ethic in your dress, language, support of the school, and respect for the profession.

32. Be consistent in your treatment of students.

33. Make sure that your tests are current, valid, and reliable. They must be based on your curriculum objectives.

34. Organize a "student of the month" award.

35. Invite parents, advisory committee members, and school administrators to visit your program for special activities.

36. Plan relevant study trips out of the school.

37. Bring dynamic subject matter experts into your program.

38. Recognize appropriate behavior and reward it on a continuing basis.

39. Use a surprise, such as an interesting film, special break, or similar activity, to reward the class for good behavior.

40. Use games and simulations to spark interest, provide a break in the routine, and to supplement a unit in your curriculum.

41. Praise students in front of the class but reprimand them in private.

42. Explain why rules are used, why activities are important, and why some requests must be denied.

43. Involve all of your students in your teaching.

44. Provide clear directions for program activities and assignments.

45. Plan around fifteen three-minute cycles. Students have difficulty maintaining attention after a longer period of time.

46. Provide opportunities for the students to read alone and in a group.

47. Make home visits (in the summer) for new students entering your program.

48. Send "happy-grams" home to parents periodically.

49. Use task and job sheets to help students remember the steps to perform skills.

50. Be enthusiastic about yourself, your students, and your profession.

Source: Sullivan, R., & Wircenski, J. L. (1988). 50 tips on motivating students. *Vocational Education Journal*, 63(3), 39-40.

SOME THOUGHTS ABOUT SECONDARY STUDENTS *

As a university supervisor of student teachers in marketing programs, I observe and listen to a lot of frustrations on the part of the student teachers and I often hear those same frustrations in other settings from practicing teachers. I decided to stop and think about the other side of the coin, the student's side. As I reminisced on my years of teaching high school, I wrote down some thoughts about students. I share these with our student teachers at our seminars and now I would like to share these thoughts with you. I ask you to read slowly and think about each one.

Students sit in class day after day six to seven hours for one to twelve years or more with only five-minutes between classes.

Students are very social, especially at the high school age. They come to school anxious to see and talk to their friends, but most school schedules do not allow for this interaction. So, if given the slightest opportunity during class, what can we expect but interaction. Even we don't care for three hour graduate classes, especially if they are boring.

Students experience good and bad teaching.

Many teachers are very well prepared and present a variety of good learning activities. However, there are also many who are not prepared and either do not care how the material is presented or just do not know how to deliver good instruction. Often students cannot see relevance in what they are learning.

Students experience positive and negative attitudes on the part of the teacher.

In my lifetime of classes and observations, I have observed many teachers who love what they are doing. These are the ones who belong in the classroom. Yet it seems as though there are others who hate being where they are. Many teachers seem to take this attitude out on the students. Maybe these teachers should reassess their careers.

Students experience good and bad home environments.

Some students have been awake all night listening to their parents fight or they have worked half the night trying to help support their brothers and sisters. For some, the only procedure they know for obtaining what they want is violence, for that is what they have seen in the home environment.

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* Written by Betty Heath-Camp as class notes for students in her teaching methods courses at Virginia Tech. Reprinted by permission.

Many students have poor self-images and are very insecure.

There are students who have never received a positive comment from anyone in their lives. They are "marked" as bad buys who will never amount to anything. Often these students have been brought up by parents who never offer any praise and the only feedback they get is how stupid and lazy they are. I wonder how secure we would be with our self-images if we dealt with that kind of feedback on a regular basis.

Some teachers give nothing but negative reinforcement.

For some reason some teachers' only feedback to the students is negative. Instead of building up the good things the students do, the teachers dwell on the wrong things students do. Usually this happens even more to the students who have poor self-images.

Many students are frustrated and have anxieties about life in general.

Even students who come from solid, loving family backgrounds experience these feelings. These feelings vary among students, but the feelings are there. High school students are in between being a kid and a grown up and often the adults around them are the ones who try to make the decision as to which they should be at any given time.

Some students have emotional or physical problems.

It would serve us and the students well to be familiar with the students' backgrounds-culturally, socially, and physically. This would help us to understand if there is a reason why the students behave the way they do or if there is a reason why they do not learn as well as others.

Students often have to put up with the moods and quirks of their teachers, sometimes more than once in a day.

Depending on the school schedule, students may experience six to eight different teachers in one day. Some teachers are gremlins on a regular basis and others bring their problems to school and they show their moods in the classroom. What kind of mood would you be in if you experienced this four times in one day, five days a week?

Students are constantly comparing themselves with each other.

It seems that in our society the smart, good looking, and the wealthy are usually more acceptable to peers, administrators, and teachers (for some reason, this seems to be human nature). Students know that; and, if they are not among the favored, their self images are poor thus affecting their attitudes.

Some students think in terms of traditional roles.

This quite often causes conflict among students on the definition of male and female roles. Some girls and guys still think in terms of getting married and the female not working. In today's society, this is becoming less and less the norm. Teachers and parents send mixed signals which cause further confusion. Today's female is growing up with the feeling she should be everything to everyone: a wife, a mother, a professional, and a homemaker.

Often the classroom environment is not good.

Many classrooms have bad lighting, hard chairs, uncontrollable temperature, and crowded condition. The walls are dingy and the seats are poorly arranged.

In conclusion

We wonder why students are resistant and often bored and why they resist learning and resist authority. We want them to be model students and model people. I ask you, are we model teachers? Do we offer the students a model environment? Think about it.

TIME MANAGEMENT HINTS

1. Always keep your lesson plans done at least a week ahead for every class. Get them done on weekends and leave the weekdays for last minute details in getting ready for class. You will find that this in itself is a stress reliever.
2. Keep your lessons organized for each course. Once you get through your first year of lesson plans, the following years will get easier.
3. Keep a calendar and keep it up-to-date. Always note appointments, meetings, or reminders. Try to have your calendar with you at all times.
4. Learn to say no to the requests that are not important to you or your students or that are not requirements of your job.
5. Keep yourself and your program organized. Your materials can very quickly get disorganized and become stacks of items around your office.
6. Set up a filing system that you can understand and use effectively and efficiently. If you set up a filing system for both your curriculum and the management of your program, you will find yourself spending less time looking for items. Your curriculum file can be set up prior to your developing your lessons. As you develop lessons, just drop your materials in the appropriate file. Have empty file folders ready to label and file materials you need to keep.
7. Make a daily to-do list. Set priorities by numbering your items in order of importance. Remember to be realistic about how much you can accomplish in one day. Keep your list where you are able to see it clearly. Use the 80/20 rule (80 % of the value comes from doing 20 % of the items).
8. Don't waste time worrying about things out of your control. Do something about the things you have control over.
9. Use your time wisely and to your advantage. "Waiting time" can be used to accomplish small tasks or take small chunks out of the larger ones.
10. Remember these truths:

    "Tomorrow begins with no mistakes."
    "Procrastination can steal your dreams."

IMPROVE YOUR TEACHING WITH EFFECTIVE QUESTIONING TECHNIQUES *

Questioning is one of the most often used teaching techniques according to Kim and Kellough (1987). They agree with Callahan and Clarke (1988), who tell us that it is one of the most important of all teaching techniques. We use questioning during a class to stimulate thinking, assess student progress, check on teacher clarity, motivate students to pay attention, maintain classroom control, provide repetition, emphasize key points, and many more things.

If we try to structure our lessons using problem solving as a teaching method, as described by Crunkilton and Krebs (1982) and by Newcomb, McCracken, and Warmbrod (1986), then questions are central. Not only is much of the instruction organized by questions, we even state the problems to be solved as questions.

The way a student is expected to respond to questioning is determined by the levels at which the questions are worded: recall, comprehension, analysis, or evaluation. But the success of the student in answering the question is more often determined by the teacher's questioning techniques.

Questioning Skills

Presenting Questions

Most questions that teachers ask are simple recall questions that require the student to remember some factual information and recite it to the teacher. Comprehension questions require the student to demonstrate understanding in addition to mere recall. Analysis questions cause the student to apply that comprehension to a new setting. Evaluative questions ask the student for his or her beliefs or opinion.

Most people think that questioning is so straightforward and easy that anyone can do it correctly. Nothing could be farther from the truth. Here are a number of simple guidelines to asking questions that should improve most teachers' questioning skills:

1. Be sure the question is clear in your own mind. Think through what you want from the student before you ask the question.

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* Written by William G. Camp as class notes for his teaching methods courses at Virginia tech. reprinted by permission.

2. State the question without calling on a specific student. When you call on a student before the question is asked, every other student is free to ignore the question.
3. After stating the question, pause while everybody has a chance to think of an answer, then (AND ONLY THEN) call on a student to respond. This is called wait time, and it is amazing how few teachers use this important questioning skill. The average wait time, when the teacher waits at all after a question, is less than a second. There should be at least 2 to 4 seconds after any question before any student is called on to answer it. You might even try counting to yourself to force yourself to wait an appropriate time.
4. Ask only one question at a time. Multiple part questions are confusing and are likely to result in student misunderstanding. Avoid what Kim and Kellough (1987) call "shotgun" questioning. That is where the teacher asks a series of related questions and restates the same question over and over without getting (sometimes without allowing) an answer.
5. Use recall questions first to be sure the students have the knowledge. Then proceed to comprehension and analysis questions. Follow those up with evaluative questions.

Using Probing

Effective use of probing is one of the most important questioning skills. If the student does not provide a complete answer, he or she may know a partial answer. In some cases, even though the question is perfectly clear to the teacher, it might need to be restated or broken down into smaller pieces. The teacher should not accept "I don't know" as the final response.

Probing is the use of further questions to force the student to put together his or her partial knowledge into a more complete answer. Probing often involves the use of follow-on or leading questions to help the student answer the initial question or to provide a more complete answer.

Probing means going deeper; it means digging. It can sometimes be painful to both the student and the teacher. It requires patience on the part of the teacher. In any case, it means not answering your own questions until you have tried to make the students answer effectively.

Shifting Interaction

Another important questioning technique is called shifting interaction. This involves redirecting the class discussion from one student to another. If a student's response is incomplete or incorrect, the teacher should try probing that student first. If that is not productive, responsibility for the question should be shifted to another student. Positive reinforcement should be provided to the first student and the same question should be redirected to a second or even a third student.

When a student responds to a teacher's question with another question, with shifting interaction, the teacher simply redirects the student's question to another student. If the student asks for an opinion, the teacher may even redirect it back to the same student.

Conclusion

Questioning is a means of getting feedback to evaluate student progress and well an important way to increase student learning. Just as important, it is a way to force students to think during class. Too often we treat our students like sponges-devices to soak up content-without expecting them to think.

Effective use of questioning is a critical asset in every good teacher's toolbox. But just as a good mechanic selects the right tool for the job and then uses it correctly, a good teacher uses questions at the right level and follows good questioning techniques. See examples of questioning at the end of this document.

References

Callahan, J. F., & Clark, L. H. (1988). *Teaching in the middle and secondary schools* (3rd ed). New York: Macmillan.

Crunkilton, J. R., & Krebs, A. H. (1982). *Teaching agriculture through problem solving*. Danville, IL: The Interstate Printers & Publishers.

Kim, E. C., & Kellough, R. C. (1987). *A resource guide for secondary school teaching*. Danville, IL: The Interstate Printers & Publishers.

Newcomb, L. H., McCracken, J. D., & Warmbrod. J. R. (1986). *Methods of teaching agriculture*. Danville, IL: The Interstate Printers & Publishers.

QUESTIONING EXAMPLES

Teacher: Objective	To relate soil slope to soil erosion and to the use of terracing to control erosion
Recall Question	"What causes most topsoil erosion?" (WAIT) "Martin." (WAIT)
Martin	"I guess water does."
Probing Question	"How does water cause soil erosion?" (WAIT) "Austin." (WAIT)
Austin	"It washes the soil away."
Probing Question	"That's true, but how does it do that?" (Looking at Austin--WAIT)
Austin	"It dissolves the soil."
Probing Question	"That is partly right. It does dissolve some minerals. But what action of water causes the soil to move away?" (Looking at Austin, WAIT)
Austin	???
Shifting Interaction	"Can you help Austin with this?" (WAIT) "Lisa." (WAIT)
Lisa	"As the water moves, it picks up soil particles and carries them along."
Comprehension Question	"That is right. Now, what does the slope of the field have to do with that?" (WAIT) "John." (WAIT)
John	"The steeper the slope, the faster the water runs off and that makes the erosion worse."
Analysis Question	"Super! Now, what can we do to change the slope of a hill without flattening the whole thing out with bulldozers?" (WAIT) "Dale." (WAIT)
Etc....	

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SECTION V

PROFESSIONAL DEVELOPMENT OF BEGINNING VOCATIONAL TEACHERS: SUGGESTED RESOURCES FOR THE PROFESSIONAL DEVELOPMENT CENTER

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Prepared Pursuant to a Contract With the
National Center for Research in Vocational Education,
University of California, Berkeley

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Division of Vocational & Technical Education
Virginia Polytechnic Institute and State University
September 30, 1992

INTRODUCTION

As part of the professional development program, a library, which can be used by all vocational teachers should be established in the Professional Development Center. The following entries represent an annotated bibliography of the resource materials that were obtained and reviewed for the field test of the Professional Development Program for Beginning Vocational Teachers.

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- Classroom Strategies That Work: An Elementary Teacher's Guide to Process Writing
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- Critical Thinking and Thinking Skills: State of the Art Definitions and Practice in Public Schools
- Educating the Reflective Practitioner
- Guide to Classroom Teaching
- Learning How to Teach
- Learning and Thinking Styles: Classroom Interaction
- Mastering the Techniques of Teaching
- Mentor Teacher Programs
- Professional Teacher Education Module Series
- Questioning and Teaching: A Manual of Practice
- Resources for Teaching Thinking: A Catalog
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- Teaching for the Two-Sided Mind
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Vocational Education 74

- A guide to Vocational Program Planning
- Catalog of Instructional Materials *
- Completion Requirements for Vocational Programs *
- Standards of Learning: Objectives for Virginia Vocational Programs *
- The Vocational Instructor's Survival Guide
- Vocational Student Organizations: A Reference Guide

* NOTE: A Professional Development Center library should house the respective State's curriculum and related service area materials. The state materials listed in this guide are those that were available in the field test state.

Category:

Agricultural Education

Title:

Agricultural Education - Service Area Resource

Author(s):

Virginia Vocational Curriculum Center
In cooperation with Agricultural Education
Service Area

Copyright Date:

1984

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teacher resource guide
Three-ring binder

Major Topics:

- Occupational Information
- Student Organizations
- Classroom Management Systems
- Recording Systems

Category:

At-Risk Students

Title:

At-Risk, Low-Achieving Students in the Classroom

Author(s):

Lehr, Judy Brown
Harris, Hazel Wiggins

Copyright Date:

1988, Third Edition

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

0-8106-3338-8

Description:

Paperback book
104 pages

Major Topics:

- Who is the At-Risk Low Achiever
    - Characteristics
    - Learning Style
- Organizing the Learning Environment for Low Achievers
    - Effective Schools Research
    - The Role of the Principal
    - The Role of the Teacher
    - The Role of Parents
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    - Motivational Strategies
- Teaching At-Risk, Low-Achieving Students
- Appendix - Practical Strategies for At-Risk, Low Achieving Students

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Category:

At-Risk Students

Title:

At-Risk Students and Thinking: Perspectives from Research

Author(s):

Presseisen, Barbara Z. (Editor)

Copyright Date:

1988, third printing

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

and

Research for Better Schools
444 N. Third Street
Philadelphia, PA 19123-4107

ISBN:

0-8106-1483-9

Description:

Paperback book
160 pages

Major Topics:

- Focus on the At-Rick Learner: An Introduction
- Teaching Thinking and At-Risk Students: Defining a Population
- Thinking Success for All Students: Understanding the Issues
- Learning and Assisted Performance
- Toward Redefining Models of Curriculum and Instruction for Students at Risk
- Intellectual Assessment of At-Risk Students: Generalizations and Speculation
- Teaching Thinking to At-Risk Students: Classifications vs. Instructional

Goals

- Strategies to Help Teachers Empower At-Risk Students

Category:

Business Education

Title:

Business Education - Service Area Resource

Author(s):

Virginia Vocational Curriculum Center
In cooperation with Arlington County Public
Schools and Business Education

Copyright Date:

1984

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teacher resource guide
Three-ring binder

Major Topics:

- Occupational Information
- Student Organizations'
- Classroom Management Systems
- Recording Systems

Category:

Business Education

Title:

FBLA-PBL - New Teacher Assistance Packet

Author(s):

Business Education Service Area

Copyright Date:

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Major Topics:

- FBLA chapter materials available at state and national offices
- Price list for FBLA-PBL chapter management tools
- FBLA-PBL supplies booklet and price list
- Information on:
    - Advisor's Role
    - National Awards Program/Conferences
    - Partnerships and Scholarships
    - Membership Recruitment
    - Publications and Resources
    - FBLA-PBL Fact Sheet
    - Application and Bylaws
    - Installation Ceremony
    - Chapter Meetings
    - Officer Roles/Dress Code
    - Program of Work/Committees
    - Steps to Charter a Chapter
    - List of available slides and overheads

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Category:

Business Education

Title:

Virginia Future Business Leaders of America State Handbook

Author(s):

Virginia Vocational Curriculum and Resource
Center
In cooperation with the Business
Education Service

Copyright Date:

1987

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teacher resource guide
Three-ring binder

Major Topics:

- Introduction to FBLA
- Bylaws
- Dues and Membership/Special Recognition
- Officer Candidates
- Chapter Promotion
- Program of Work
- Competitive Events
- Appendices:
    - FBLA State Officers

- FBLA Regional Directors
- FBLA Regional Officers
- FBLA State Presidents
- FBLA National Officers from Virginia
- FBLA Executive Secretaries
- FBLA Specialists
- Honorary Life Members
- FBLA Chapters (by region)
- FBLA Song
- FBLA - PBL Code of Ethics
- Directory
- Chapter Ceremonies

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Category:
Careers

Title:
Careers Tomorrow: The Outlook for Work in a Changing World

Author(s):
Cornish, Edward (Editor)

Copyright Date:
1988

Publisher:
World Future Society
4916 St. Elmo Avenue
Bethesda, MD 20814

ISBN Number #:
0-930242-33-5

Description:
Paperback book
159 pages
Writings by a variety of authors

Major Topics:

- Tomorrow's Work Force: New Values in the Workplace
- The Actualized Worker
- Emerging Careers: Occupations for Post-Industrial Society
- New Choices: Career Planning in a Changing World
- Rethinking How We Work: the office of the Future
- Work in the Information Age
- Work in the new Information Age
- Technology and the Changing World of Work
- Working at Home: The Growth of Cottage Industry
- Artificial Intelligence: A New Reality
- Pixel Power: The Graphic Revolution in Computers
- The Robot Revolution
- Supercops: The Police Force of Tomorrow
- Private Disobedience: The New Militancy
- The Menace of High-Tech Employment
- Beyond "Trendy" Forecasts: The Next 10 years for Work
- Overcoming Unemployment: Some radical Proposals
- Labor Unions Look Ahead
- Collective Bargaining for the Future
- Creating a 21st Century Corporation
- Management in the Third Wave
- Business and Creativity: Making Ideas Connect
- How to Think Like an Innovator
- Economic Conditions Ahead: Understanding the Kondratieff Wave
- Destructive Foreign Trade: Sowing the Seeds for Our Own Downfall
- Learning Our Lesson: Why School is Out
- Home Computers and Families: The Empowerment Revolution
- New Challenges for the Information Age
- Prosumers: A New Type of Consumer
- Reconsidering Retirement: Understanding Emerging Trends
- From Retirement to Re-Engagement: Young Elders Forge New Futures

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Category:

Careers

Title:

Mapping Out Success: A Guide to Navigating the Job Market

Author(s):

Virginia Vocational Curriculum and Resource Center

Copyright Date:

1987

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teachers resource guide
Employability Skills Unit
Three-ring binder

Major Topics:

- Task Inventory
- Options for Task Sequencing
- Appendices:
    - Research on Employer Priorities
    - Supplementary Resources
    - Relating Employability Skills to General Education Objectives

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Category:

Careers

Title:

Occupational Outlook Handbook

Author(s):

Copyright Date:
1990

Publisher:
Career Publishing, Inc.
Vocational and Applied Technology
910 N. Main Street
P.O. Box 5486
Orange, CA 92613-5486
Phone: (800) 854-4014
FAX: (714) 532-0180

ISBN:
0-89262-295-4
Reorder # - CP-DOT-326

Description:
Oversized hardback book
492 pages

Major Topics:

- Special Features
  - Keys to understanding what's in the Handbook
  - Leads to More Information
  - Tomorrow's Jobs
  - Summary Data for Occupations Not Studied in Detail
  - Assumptions and methods used in Preparing Employment
  - Projections
  - Sources of State and Local Job Outlook Information
  - Dictionary of Occupational Titles Coverage
  - Reprint Information
  - Index
- Occupational Coverage (Broad Areas)
  - Executive, Administrative and Managerial Occupations
  - Professional Specialty Occupations

- Technicians and Related Support Occupations
- Marketing and Sales Occupations
- Service Occupations
- Agriculture, Forestry, Fishing, and Related Occupations
- Mechanics, Installers, and Repairers
- Construction Trades and Extractive Occupations
- Production Occupations
- Transportation and Material Moving Occupations
- Handlers, Equipment Cleaners, Helpers, and Laborers
- Job Opportunities in the Armed Forces

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Category:

Communication

Title:

Dealing with Difficult People

Author(s):

Piaget, Gerald

Copyright Date:

1985

Publisher:

The American Psychological Association

Distributed by:

Educational Services Corp.
1725 K Street, N.W., # 406
Washington, DC 20006

ISBN:

0-910542-39-2

Description:

Audio cassette
60 minutes

Major Topics:

- Discover ways to Break Down Common Communication Barriers
- Identify the Evasive, Aggressive, Manipulative Type of Person
- Learn Strategies for Dealing with Them
- Learn How to Communicate Directly, Fairly, and More Effectively

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Category:

Communication

Title:

How to Listen

Author(s):

Burley-Allen, Madelyn

Copyright Date:

1985

Publisher:

The American Psychological Association
Distributed by:

Educational Services Corp.
1725 K Street, N.W., # 406
Washington, DC 20006

ISBN:

0-910542-38-4

Description:

Audio cassette
50 minutes

Major Topics:

- Techniques for Effective Listening
- Recognize Verbal and Non-verbal Cues of Effective Listening
- Discover How Your Memory is Affected by the Way You Listen

Category:

Communication

Title:

Nonverbal Communication

Author(s):

Miller, Patrick W.

Copyright Date:

1988, Third Edition

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

0-8106-1082-5

Description:

Paperback book
32 pages

Major Topics:

- Importance of Nonverbal Communication
- Significant Research Highlights
- Facial Expressions
- Eyes
- Vocal Intonation
- Touching
- Body Postures and Movements
- Dress
- Use of Space

Category:

General

Title:

Asking Questions: A Practical Guide to Questionnaire Design

Author(s

Sudman, Seymour

Bradburn, Norman M.

Copyright Date:

1982, eighth printing

Publisher:

Jossey-Bass, Inc.
350 Sansome Street
San Francisco, CA 94104
or
Jossey-Bass Limited
Headington Hill Hall
Oxford OX3 OBW England

ISBN:

0-87589-546-8

Description:

Hardback book

397 pages

Major Topics:

- The Social Context of Question Asking
- Asking Nonthreatening Questions about Behavior
- Asking Threatening Questions about Behavior
- Questions for Measuring Knowledge
- Measuring Attitudes: Formulating Questions
- Measuring Attitudes: Recording Responses
- Using Standard Demographic Terms
- Order of Questionnaire
- Format of Questionnaire

- Designing Questionnaires for Mail and Telephone Surveys
- Questionnaires from Start to Finish

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Category:

General

Title:

A Six-Second Way to Control Stress

Author(s):

Stoebe, Charles F.

Copyright Date:

Publisher:

Educational Services Corporation
1725 K Street, N.W.
Washington, DC 20006

ISBN:

Description:

Audio cassette
44 minutes

Major Topics:

- Learn a technique that will enable you to have an alert and active mind in a relaxed unhurried body.
- Learn the QR approach to stress reduction
- Recognize the cues and clues your body gives when under stress
- Reduce stress-related physical ailments such as tension, head aches, lower back irritation and ulcers, without medication

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Category:

General

Title:

Feeling Good About Yourself

Author(s):

Durns, David

Copyright Date:

1985

Publisher:

The American Psychological Association

Distributed by:

Educational Services Corp.
1725 K Street, N.W., # 406
Washington, DC 20006

ISBN:

0-910542-34-1

Description:

Audio cassette
45 minutes

Major Topics:

- Realize the Power of Your Thoughts
- Recognize the Symptoms of Depression
- Gain More Control Over Your Emotions by Objectively Evaluating Events and Your Thoughts

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Category:

General

Title:

How to Survive Your First 90 Days at a New Company

Author(s):

Kapanya, Paul

Copyright Date:

1990

Publisher:

The Career Press
62 Beverly Road
P.O. Box 34
Hawthorne, NJ 07507
Phone: (800) CAREER-1
FAX: (201) 427-2037

ISBN:

0-934829-56-X

Description:

Paperback book
166 pages

Major Topics:

- Developing a Personal Inventory: Coming to Terms with Yourself
- How Others See You: Feedback for Your Personal Inventory
- Choosing the Right Career
- Choosing the Right Organization
- Choosing the Right Job
- Choosing the Right Boss
- Thriving During the First 90 Days
- Getting Off to the Fastest Start
- Keeping Time on Your Side
- How Academia Shortchanged You
- Cushioning the Student Shock Syndrome
- Learning How to Handle Stress Now … And for the Future

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Category:

General

Title:

Safety Practices Guide

Author(s):

Padham, Elwood A.

Copyright Date:

1987

Publisher:

Commercial Printing Co.
Machias, ME 04654

ISBN:

Description:

Paperback book
63 pages

Major Topics:

- Sound Personal habits that Prevent Accidents
- Basic Rules for Hand Tool/Implement Safety
- Safe Procedures for Carrying Tools/Implements
- General Safety Precautions Around Machinery
- Operator's Safety Zone Around Machines
- Lockout/Tagout System
- Mechanical Safeguarding
- Personal Protective Equipment
- Housekeeping
- Fire Safety
- Fire Extinguishers
- Location of Fire Extinguishers
- Fire Fighting Instruction
- Flammable and Combustible Liquids
- Flammable Liquid Storage
- Solvents
- Getting Out of a Building Fire
- Electrical Safety
- Portable Power Tools
- Materials, Supplies and Project Storage
- Lifting and Carrying Materials
- Slips and Falls
- Ladder Safety

- Working with Hazardous Materials
- Safety Agreement

==

Category:
General

Title:
Teacher Induction

Author(s):
Reinhartz, Judy (Editor)

Copyright Date:
1989

Publisher:
National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:
0-8106-3003-6

Description:
Paperback book
128 pages
Contains writings by a variety of authors

Major Topics:

- The Teacher Induction Process: Preserving the Old and Welcoming the New
- A Synthesis of Research on Teacher Induction Programs and Practices
- School-Building-Level Variables and the Induction of New Teachers
- Characteristics of Beginning Teachers in an Induction Context
- Providing Effective Induction Program Support Teachers: Its Not as Easy as it Looks
- Independent Action: Case Studies on Its Role in Beginning Teacher Induction
- Multiple Support: A Promising Strategy for Effective Teacher Induction
- Beginning Teachers: Sink or Swim
- The Effects of a Planned Induction Program on First-Year Teachers:

288

Category:
General

Title:
Vocational Education

Author(s):
Twining, J.
Nisbet, S.
Megarry, J.

Copyright Date:
1987

Publisher:
Nichols Publishing Company
P.O. Box 96
New York, NY 10024

ISBN:
0-89397-262-2

Description:
Hardback book
318 pages
World Yearbook of Education
Writings provided by a variety of authors

Major Topics:

- General Education and its Relationship to Vocational Education
- Transition from School to Work in Western Europe
- School to Work in England and Wales
- The Technical and Vocational Education Initiative and Scottish Educational Developments
- Pressures on Vocational Training in the Federal Republic of Germany
- Learning a Trade in the USSR

- Information Technology in Brazil
- Technician Education in Asia: South Korea and Malaysia
- Technician Education in New Zealand
- Higher Vocational Education in the Netherlands
- Agricultural Extension Services in the Anglophone Countries of Southern Africa
- Vocational Education in the USA as a Vehicle for the Entrepreneurial Spirit
- The Harambee Approach to Vocational Education in Kenya
- Updating and Retraining Initiatives in UK
- Marketing and Education
- Technical Teacher training in the Western Region of India
- The Developing Interaction Between Research and Teacher Training
- Modular Structures: Their Strengths and Weaknesses
- Qualifications and Assessment of Vocational Education and Training Education and Training in the UK
- A Learning Society
- Information Technology

==

Category:
Health Occupations Education

Title:
Health Occupations - Service Area Resource

Author(s):
Virginia Vocational Curriculum Center
In cooperation with Health Occupations Education Service Area

Copyright Date:
1984

Publisher:
Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teacher resource guide

Major Topics:

- Occupational Information
- Student Organizations
- Classroom Management Systems
- Recording Systems

Category:

Health Occupations Education

Title:

HOSA - Health Occupations Student Association

Author(s):

Peele, Louise Loughran
HOSA Education Service Area

Copyright Date:

Publisher:

Health Occupations Education Service Area
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216

ISBN:

Description:

Collection of materials related to HOSA
Three-ring binder

Major Topics:

- Tips on HOSA Management
    - Chapter Committees
    - Chapter Records
    - Chapter Annual Program of Work

- Planning a Program of Work
    - Selecting HOSA Activities
    - Local Chapter Activity Suggestions
    - Program of Work
- Simplified Parliamentary Procedure
    - Introduction
    - Directions and Checklist for Completion of Module
    - Performance Objectives
    - Exemption Test Directions
    - Exemption Test
    - Learning Experiences
    - Appendix
    - References
    - Exit Test

==

Category:

Home Economics Education

Title:

A Guide to Vocational Program Planning for Home Economics Education

Author(s):

Home Economics Education
Virginia Department of Education

Copyright Date:

1988

Publisher:

Virginia Economics Education
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216
(804) 371-8285

ISBN:

292

Description:

Teacher resource guide

Major Topics:

- Program Goals
- Student Organizations
- Recommended Program Sequences
- Home Economics Programs and Courses
- Detailed descriptions for:
    - Occupational Home Economics
    - Consumer Home Economics
    - Special Programs in Home Economics

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Category:

Home Economics Education

Title:

FFA/HERO - New Teacher Assistance Packet

Author(s):

Home Economics Education
Virginia Department of Education

Copyright Date:

1990-1991

Publisher:

Virginia Economics Education
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216
(804) 371-8285

ISBN:

Description:

New teacher assistance packet
FFA/HERO folder

Major Topics:

- Virginia Program of Work
- Virginia Informational Sheet (names & phone numbers)
- Chapter Affiliation Form
- FFA/HERO Promotional and Informational Brochures
- FFA/HERO Fact Sheet
- FFA/HERO Policies
- Publications Catalog
- 1990-1991 Membership Form
- Virginia Association FFA/HERO Bylaws
- Rules for Opening and Closing a Ceremony

==

Category:
Home Economics Education

Title:
Home Economics - Service Area Resource

Author(s):
Virginia Vocational Curriculum Center
In cooperation with Home Economics Education
Service Area

Copyright Date:
1984

Publisher:
Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description: Teacher resource guide

294

Major Topics:

- Occupational Information
- Student Organizations
- Classroom Management Systems
- Recording Systems

==

Category:

Marketing Education

Title:

Guide to Virginia Marketing Education CBE Curriculum

Author(s):

Sherrod, Sydney

Copyright Date:

1989

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teachers resource guide
Three-ring binder

Major Topics:

- Section I
  - What is competency-based education (CBE)?
  - How does CBE enhance the quality of Marketing Education programs?
- Section II
  - What are Virginia Marketing Education programs?
  - What kinds of competence can students expect to develop from these programs?

- Section III
  - What kinds of CBE materials are available for Marketing Education in Virginia?
  - What is the status of the development of CBE materials for specific Marketing Education programs?

==

Category:
    Marketing Education

Title:
    Virginia DECA Handbook for Advisors

Author(s):
    Virginia Vocational Curriculum and Resource Center
    In cooperation with Marketing Education Service Area

Copyright Date:
    1986

Publisher:
    Virginia Vocational Curriculum and Resource Center
    Department of Vocational and Community Education
    2200 Mountain Road
    Glen Allen, VA 23060-2208
    (804) 262-7439

ISBN:

Description:
    Teachers resource guide
    Three-ring binder

Major Topics:
    National DECA
    Virginia DECA
    Organization of Local Chapter
    Management and Operation of Local Chapter
    Leadership and Development
    DECA Diamond Project

Category:

Student Intervention

Title:

Assessment of Students with Handicaps in Vocational Education: A Curriculum-Based Approach

Author(s

Albright, Leonard
Cobb, R. Brian

Copyright Date:

1988

Publisher:

Distributed by:

American Vocational Association
1410 King Street
Alexandria, VA 22314

ISBN:

0-205-11418-0

Description:

Three-ring notebook
Contains student modules and supplemental trainer's manual

Major Topics:

- Trainer's Manual
  - Organization and Use of Training System
  - Reference Materials
- Modules
  - Establishing Curriculum-Based Vocational Assessment Processes
  - Understanding Curriculum-Based Vocational Assessment
  - Purposes and Characteristics
  - Placing Students in Vocational Education Programs
- Planning a Student's Vocational Education Program
- Monitoring a Student's Progress in the Vocational Education Program

- Planning Transitional Services
- Evaluating the Curriculum-Based Vocational Assessment Process

==

Category:

Student Intervention

Title:

Child Abuse and Neglect

Author(s):

Tower, Cynthia Crossom

Copyright Date:

1987, Second Edition

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

Hardback 0-8106-3296-9
Paperback 0-8106-3295-0

Description:

Paperback book
224 pages
Reviewed by over five-hundred educators

Major Topics:

- How to Recognize Physical and Emotional Abuse and Neglect
- How to Recognize Sexual Abuse
- The Reporting Process
- How to Validate Suspicion of Child Abuse
- After the Report
- Court Appearances
- How to Help the Child Beyond the Reporting
- The Child's Family
- How to Help the Child by Helping the Family

298

- Prevention: The Hope for the Future
- Prevention: Concerns and Evaluation
- Appendices -
    - Physical and Behavioral Indicators of Child Abuse and Neglect
    - Child Sexual Abuse
    - Who Reports
    - Where to Find Reporting Information
    - National Organization Concerned with Child Abuse and Neglect
    - Immunity
    - Reporting Procedure
    - Sample Reporting Form
    - Resources
    - Selected Materials

Category:
Student Intervention

Title:
Children of Divorce

Author(s):
Berger, S. R.
Shoul, R. A.
Warschauer, S.

Copyright Date:
1989

Publisher:
National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:
0-8106-0246-6

Description:

Paperback book
48 pages

Major Topics:

- Research Findings and Recommendations
- Background for the Workshop
- The Workshop Outline
- The Role of the Teacher
- Annotated Bibliography
- Resource Guide - Books for Students
- Some Topics of Interest:
    - The Effects of Divorce on Educational Development and Classroom Behavior
    - Helping Students Cope with Their Parents' Divorce
    - The Impact of Divorce on Children, Teachers, and Parent-Teacher Conferences
    - Additional Guidelines for Teachers with a Focus on the Single Parent
    - Legal Issues Relating to Separation and Divorce Relevant to the School

==

Category:

Student Intervention

Title:

Developing Positive Student Self-Concept

Author(s):

Silvernail, David L.

Copyright Date:

1987, Second Edition

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

0-8106-1692-0

Description:

Paperback book

65 pages

Major Topics:

- List of Definitions
- Early Self-Concept Development
- Schooling and Self Concept Development
- The Teacher's Role in Self-Concept Enhancement
- Selection of Resources

==

Category:

Student Intervention

Title:

Drug Abuse: What You Should Know

Author(s):

Griffiths, Roland

Bigelow, George

Copyright Date:

1987

Publisher:

The American Psychological Association

Distributed by:

Educational Services Corp.
1725 K Street, N.W., # 406
Washington, DC 20006

ISBN:

0-910542-47-3

Description:

Audio cassette
47 minutes

Major Topics:

- Recognize the Difference between Drug Use and Abuse
- Know the Typical Adverse Effects of Drug Abuse
- Review the Psycho-social Resources that Encourage a Person to Remain Drug Free

==

Category:

Student Intervention

Title:

Student Apathy: The Protection of Self-Worth

Author(s):

Raffini, James P.

Copyright Date:

1988

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

0-8106-1080-9

Description:

Paperback book
32 pages

Major Topics:

- The Causes of Student Apathy
    - A Perceptual View of Behavior: Self-Worth Theory
    - The Destructive Equation: Self-Worth = Achievement
    - Norm-Referenced Evaluation: Limiting the Winners

    - Success: Ability + Effort
    - Apathy: A Failure-Avoiding Behavior
- Strategies that can Rekindle Student Effort
    - Individual Goal Setting
    - Outcome-Based Instruction and Evaluation
    - Attribution Retraining
    - Cooperative Learning

Category:

Student Intervention

Title:

Student Stress: A Classroom Management System

Author(s):

Swick, Kevin J.

Copyright Date:

1987

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

0-8106-1696-3

Description:

Paperback book
96 pages

Major Topics:

- Introduction
- Sources of Stress
- Stress in Schools and Classrooms
- Strategies for Dealing with Classroom Stress
- A Systems Approach for Dealing with Classroom Stress

- Bibliography
- Additional readings

Category:

Student Intervention

Title:

Student Suicide

Author(s):

Vidal, John A.

Copyright Date:

1989

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

0-8106-0244-X

Description:

Paperback book
56 pages

Major Topics:

- Riddled, Not Ready
- How to Recognize Sexual Abuse
- Becoming Response-Ready: The Crisis Team Approach
- The Contingency Plan
- Mistakes to Avoid - Twelve Mistakes to Avoid
- What Teachers Can Do - Ten Ways Teachers can Help
- Appendices - Ten Suicide Signs and Signals
    - Ten Myths of Suicide
    - Staff Training Outline
    - Crisis Team Training Outline
    - "Save a Friend Share a Secret"

  - Suicide Intervention Form
  - Suggested Readings and Materials

Category:
Student Intervention

Title:
Substance Abuse Prevention and Treatment

Author(s):
Abraham, Regina

Copyright Date:
1988

Publisher:
Chelsea House Publishers

ISBN:
Hardback 1-55546-219-7
Paperback 0-7910-0807-X

Description:
Paperback book
126 pages
Part of a series, "The Encyclopedia of Psychoactive Drugs"

Major Topics:

- Attempts at Prevention and Control
- The Nature of Addiction
- Treating Drug Abuse
- Addiction and the Family
- Alcoholism
- Methadone Maintenance
- A Look at Treatment Centers
- The Bottom Line
- Appendices - State Agencies
  - List of Further Readings
  - Glossary

Category:
Student Intervention

Title:
Teenage Depression and Suicide

Author(s):
Chiles, John

Copyright Date:
1986

Publisher:
Chelsea House Publishers

ISBN:
Hardback 1-87754-771-8
Paperback 0-7910-0773-1

Description:
Paperback book
93 pages
Part of a series, "The Encyclopedia of Psychoactive Drugs"

Major Topics:

- The Many Faces of Suicidal Behavior
- Adolescent Suicide
- Families and Suicide
- Drugs and Suicide
- Assessing Suicidal Behavior
- Helping Someone Who has Overdosed
- Appendices - State Agencies
- List of Further Readings
- Glossary

Category:
Teacher Education

Title:
Encouraging Reflective Practice in Education

Author(s):
Clift, Renee T. (Editors)
Houston, W. Robert
Pugach, Marleen C.

Copyright Date:
1990

Publisher:
Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

ISBN:
0-8077-2990-6

Description:
Paperback book
239 pages
Writings provided by a variety of authors

Major Topics:

- Writings divided into the following categories
- Reflecting on the Concept of Reflection in Teacher Education
- Improving Professional Practice Through Reflective Inquiry

Category:
Teacher Education

Title:
First Year Teacher: A Case Study

Author(s):
Bullough, Robert, V., Jr.

Copyright Date:
1989

Copyright Date:
1989

Publisher:
Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

ISBN:
0-8077-2934-5

Description:
Paperback book
162 pages

Major Topics:

- Setting the Stage
- Planning a Fantasy
- A Question of Survival: Planning for Control and Management
- Facing Common Problems of Beginning Teachers
- Coping and Avoiding Burnout
- Becoming a Professional
- The Second Year: A Refinement of the First
- Problems of a Changing Context:
    - Accountability, Mentoring, and Teacher
    - Evaluation
- Appendices provided on:
    - A Note on Method
    - Comments of Teacher Education
    - Advice on Selecting a School and Surviving the Year

Category:
Teacher Education

Title:
Preparing Teachers as Professionals: The Role of Educational Studies and Other Liberal Disciplines

Feinberg, Walter
Pagano, Jo Anne
Whitson, James Anthony

Copyright Date:
1989

Publisher:
Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

ISBN:
Hardback 0-8077-2989-2
Paperback 0-8077-2988-4

Description:
Paperback book
151 pages

Major Topics:

- Educational Studies and Liberal Learning
- Education as a Liberal Field of Study
- Praxis, Responsibility, and the Professions
- Professional Praxis and Education
- Patriarchy and Teaching: Re-Visioning the Profession
- Ideology and the Preparation of Schoolteachers

==

Category:
Teacher Education

Title:
The Making of a Teacher: teacher Knowledge and Teacher Education

Author(s):
Grossman, Pamela L.

Copyright Date:
1990

Publisher:

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

ISBN:

Hardback 0-8077-3047-5
Paperback 0-8077-3048-3

Description:

Paperback book
185 pages
Part of a series, "Professional Development and Practice Series"

Major Topics:

- Defining Teacher Knowledge
- Developing Pedagogical Content Knowledge
- Learning on the Job
- Planning for Instruction: Reviewing or Rethinking?
- Knowledge, Belief, and Teaching Context
- Learning from Professional Education
- Planning for Student Learning
- Sources of Pedagogical Content Knowledge
- Mapping Back: The Role of Subject-Specific Teacher Education
- Implications for Alternate Routes into Teaching
- Professional Knowledge and Professional Education
- Policy and Promise in Teacher Education
- Appendices Provided:
    - Methodology
    - Interview Protocols
    - Book Room List

Category:

Teacher Education

Title:

The Practice of Teaching

Author(s):
Jackson, Philip W.

Copyright Date:
1986

Publisher:
Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

ISBN:
Hardback 0-8077-2811
Paperback 0-8077-2810

Description:
Paperback book
159 pages

Major Topics:

- On Knowing How to Teach
- How to Talk to Teachers
- The Uncertainties of Teaching
- Real Teaching
- The Future of Teaching
- The Mimetic and the Transformative: Alternative Outlooks on Teaching

---

Category:
Teaching

Title:
Approaches to Teaching

Author(s
Fenstermacher, Gary D.
Soltis, Jonas F.

Copyright Date:
1986

Publisher:

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

ISBN:

0-8077-2789-X

Description:

Paperback book
96 pages
Part of a series, "Thinking About Teaching"

Major Topics:

- The Teacher as an Art Lesson
- The Teacher as a Math Lesson
- Three Approaches to Teaching
- Educating Persons
- A Helpful Formula
- Managing a Classroom
- Time on Task
- Features of the Executive Approach
- Teacher Effectiveness
- The Coleman Report
- Research on Teaching
- Afterthoughts on the Executive Approach
- Individual Differences
- Features of the Therapist Approach
- Roots in Social Criticism
- Humanistic Psychology
- Existentialism
- Afterthoughts about the Therapist Approach
- The Liberalist Approach
- A Case Study Dealing with the Liberalist Approach
- Features of the Liberalist Approach
- Manner in Teaching
- Moral and Intellectual Virtues

- Traits of Character
- Forms of Knowledge
- The Paideia Proposal
- Afterthoughts on the Liberalist Approach
- Education and Schooling
- Social and Political Realities
- How Shall I Teach?
- Irreconcilable Differences or Integration
- Grading Policies
- An Educated Person
- School and Approach Mismatch
- Teacher -- Engineer or Artist
- Individualized Learning
- How Much Control is too Much?
- Workbook Dilemma
- A New Science Kit
- Individual and Societal Needs
- Curing Shyness
- What Standard Shall We Use?
- Teaching "Relevant" Literature
- Teacher and Mother?
- Freedom and Indoctrination
- Too Young to be Critical?
- Education for Life
- Freedom of Speech?
- Mass of Class Culture?
- Learning Chemistry by Discussion
- Different Learning Styles
- Compatibility of Approaches

==

Category:

Teaching

Title:

Classroom Activities in Thinking Skills

Author(s):

Kruse, Janice

Copyright Date:

1988

Publisher:

Research and Development Project
Research for Better Schools
444 N. Third Street
Philadelphia, PA 19123

ISBN:

Description:

Paperback book

129 pages

Major Topics:

- Introduction
- Thinking Skills - nine subtopics
- Critical Thinking - ten subtopics
- Creative Thinking - six subtopics
- Problem Solving - fourteen subtopics
- Decision Making - five subtopics

==

Category:

Teaching

Title:

Classroom Encounters: Problems, Case Studies, Solutions

Author(s):

Shuman, R. Baird

Copyright Date:

1989

Publisher:

National Education Association of the U.S.

1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

0-8106-3001-X

Description:

Paperback book

256 pages

Major Topics:

- On Being a Teacher: Encounters of Interns/Help from the Experienced Teacher
- Starting the Job: Interns, First-year Teachers, Experienced Teachers in New Schools
- Earning a Professional Reputation
- And I Used to Think I Could get Along with Anyone, Dealing with Students and Parents
- And I Used to Think I Could get Along with Anyone, Dealing with School Personnel
- Why Didn't Somebody Warn Me?
- I Guess I Would Do It All Over Again

==

Category:

Teaching

Title:

Classroom Experience: The Writing Process in Action

Author(s):

Gordon, Naomi (Editor)

Copyright Date:

1984

Publisher:

Heinemann Educational Books, Inc.

10 Court Street
Portsmouth, NH 03801

ISBN:
0-435-08210-8

Description:
Paperback book
118 pages
Writings provided by a variety of authors

Major Topics:

- Writing on Their Own: Kindergarten and First Grade
- Becoming an Author: Second and Third Grade
- Expanding Ideas: Fourth Grade
- Developing Independence: Sixth Grade
- Creating an Atmosphere of Trust: Seventh and Eighth Grade
- Explaining the Writing Process Approach to Parents
- Supporting Change: Staff Development

Category:
Teaching

Title:
Classroom Strategies that Work: An Elementary Teacher's Guide to Process Writing

Author(s):
Nathan, Ruth
Temple, Francis
Juntunen, Kathleen
Temple, Charles

Copyright Date:
1989

Publisher:
Heinemann Educational Books, Inc.

10 Court Street
Portsmouth, NH 03801

ISBN:
0-435-08479-8

Description:
Paperback book
162 pages

Major Topics:

- Principles for Teaching the Writing Process
- Setting Up a Writing Program
- Focused Lessons
- Writing Across the Curriculum
- Focus Outward: A Writing Teacher Takes on the World

==

Category:
Teaching

Title:
Control Theory in the Classroom

Author(s):
Glasser, William

Copyright Date:
1985

Publisher:
Harper & Row Publishers

ISBN:
Hardback 0-06-055015-5
Paperback 0-06-096085-X

Description:
Paperback book
144 pages

Major Topics:

- A New Approach is Needed if More Students are to Work in School
- All of Our Motivation Comes from within Ourselves
- The Needs that Drive Us All
- The Learning Pictures in the Student's Head
- Discipline Problems as Total Behaviors
- The Learning-Team Model
- The Teacher as a Modern Manager
- Classroom Examples of the Learning-Team Model
- Getting Started

Category:

Teaching

Title:

Critical Thinking and Thinking Skills: State of the Art Definitions and Practice in Public Schools

Author(s):

Presseisen, Barbara Z.

Copyright Date:

1986

Publisher:

Research and Development Project
Research for Better Schools
444 N. Third Street
Philadelphia, Pa 19123-4107

ISBN:

Description:

Paperback book

57 pages

A research paper presented at the annual meeting of the American Education Research Association, San Francisco, CA

Major Topics:

- Looking Back at Critical Thinking - 1938 to 1980 and a Definition
- The Current Interest in Critical Thinking
- Issues for the Future

Category:

Teaching

Title:

Educating the Reflective Practitioner

Author(s):

Schon, Donald A.

Copyright Date:

1987

Publisher:

Jossey-Bass, Inc.
350 Sansome Street
San Francisco, CA 94104
or
Jossey-Bass Limited
Headington Hill Hall
Oxford OX3 OBW England

ISBN Number #:

1-55542-220-9

Description:

Paperback book

355 pages

Major Topics:

- Part I
    - Understanding the need for Artistry in Professional Education
    - Preparing Professionals for the Demands of Practice
    - Teaching Artistry Through Reflection-in-Action
- Part II
    - The Architectural Studio as Educational Model for Reflection-in-Action
    - The Design Process as Reflection-in-Action
    - Paradoxes and Predicaments in Learning to Design
    - The Dialogue Between Coach and Student
    - How the Teaching and Learning Processes can Go Wrong
    - Using a Reflective Practicum to Develop Professional Skills
- Part III
    - How the Reflective Practicum Works: Examples and Experiments
    - A Master Class in Musical Performance
    - Learning their Artistry of Psychoanalytic Practice
    - A reflective Practicum in Counseling and Consulting Skills
- Part IV
    - Implications for Improving Professional Education
    - How a Reflective Practicum can Bridge University and Practice
    - An Experiment in Curriculum Reform

= =

Category:

Teaching

Title:

Guide to Classroom Teaching

Author(s):

McNergney, Robert (Editor)

Copyright Date:

1988

Publisher:

Allyn and Bacon, Inc.
A Division of Simon & Schuster

160 Guld Street
Needham Heights, MA 02194-2310

ISBN:

0-205-11418-0

Description:

Oversized paperback book

291 pages

Writings provided by a variety of authors

Major Topics:

- Teaching in Context
- Planning
- Reinforcement
- Consistent Rules
- Academic Learning Time
- Accountability
- Close Supervision
- Awareness
- Questioning Skill
- Clarity of Structure
- Meaningfulness
- Individual Differences
- Learner Self Concept
- Affective Climate
- Evaluation

Category:

Teaching

Title:

Learning How to Teach

Author(s):

Goetsch, David L.

Copyright Date:
1983

Publisher:
Distributed by:

American Vocational Association
1410 King Street
Alexandria, VA 22314

ISBN:

Description:
Spiral Bound Workbook
Contains self-paced inservice modules for part-time vocational instructors

Major Topics:

- Teaching Methods
  - An Overview of Teaching
  - The Lecture/Discussion Method
  - The Demonstration Method
- Course Construction
  - An Overview of Course Construction
  - Developing Course Outlines
- Lesson Planning
  - An Overview of Lesson Planning
  - Developing Instructor Lesson Plans
  - Developing Student Lesson Plans
- Testing and Evaluation
  - An Overview of Testing and Evaluation
  - Testing for Knowledge and Theories,
  - Principles, Concepts, Terminology
  - Testing for Skills Development
  - Scoring and Grading
- Appendices provided after each module

Category:
    Teaching

Title:
    Learning and Thinking Styles: Classroom Interaction

Author(s):
    Presseisen, Barbara Z.
    Sternberg, Robert J.
    Fischer, Kurt W.
    Knight, Catherine C.
    Feuerstein, Reuven

Copyright Date:
    1990

Publisher:
    National Education Association and Research for Better Schools

ISBN:

Description:
    Paperback book
    160 pages

Major Topics:

- Authors express opinions on thinking styles based on the policy and position of NEA for Research for Better Schools.
- Important Questions
    - Intellectual Styles: Theory and Classroom Implications
    - Cognitive Development in Real Children: Levels and Variations
    - The Theory of Structural Cognitive Modifiability
    - Some Possible Answers: Implications for Schooling and Practice

==

Category:
    Teaching

Title:
    Mastering the Techniques of Teaching

Author(s):
Lowman, Joseph

Copyright Date:
1984

Publisher:
Jossey-Bass, Inc.
350 Sansome Street
San Francisco, CA 94104
or
Jossey-Bass Limited
Headington Hill Hall
Oxford OX3 OBW England

ISBN:
1-55542-221-7

Description:
Paperback book
245 pages

Major Topics:

- What Constitutes Masterful Teaching?
- Understanding Classroom Dynamics
- Developing Interpersonal Skills and Teaching Style
- Analyzing and Improving Classroom Performance
- Selecting and Organizing Material for Class
- Enhancing Learning Through Classroom Discussion
- Planning Course Content to Maximize Interest
- Integrating Learning In and Out of the Classroom
- Evaluating Student performance: Testing and Grading
- The Art, Craft, and Techniques of Masterful Teaching

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Category:
Teaching

Title:
Mentor Teacher Programs

Author(s):
Odell, Susan

Copyright Date:
1990

Publisher:
National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

Description:
Paperback book
33 pages

Major Topics:

- Origin of Mentoring
- Value of Mentoring
- Essence of Mentoring
- Mentoring in Teaching
- Rationale for Mentoring Beginning Teachers
- Goals of Mentoring Beginning Teachers
- Establishing Effective Mentoring
- The Teacher Mentoring Process

Category:
Teaching

Title:
Professional Teacher Education Module Series

Author Teams for Modules Varied. Authors Included:
Fardig, Glen E.
Gill, Janet
Hamilton, James B.
Harrington, Lois G.

Huang, May W.
Kalamas, David J.
King-Fitch, Catherine C.
Knopp, Kathleen
Norton, Robert E.
Quinn, Karen M.
Wanacott, Michael E.

Publisher:

American Association for Vocational Instructional Materials
745 Gaines School Road
The University of Georgia
Athens, GA 30602
Phone: (800) 228-4689

Modules:

- A-1 Prepare for a Community Survey, 1990
- A-2 Prepare for a Community Survey, 1978
- A-3 Report the Findings of a Community Survey, 1978
- A-4 Organize an Occupational Advisory Committee, 1982
- A-5 Maintain an Occupational Advisory Committee, 1985
- A-7 Conduct an Occupational Analysis, 1988
- A-8 Develop a Course of Study, 1985
- A-9 Develop Long-Range Program Plans, 1987
- A-11 Evaluate Your Vocational Program, 1986
- B-1 Determine Needs and Interests of Students, 1988
- B-2 Develop Student Performance Objectives, 1983
- B-3 Develop a Unit of Instruction, 1984
- B-4 Develop a Lesson Plan, 1984
- B-5 Select Student Instructional Materials, 1988

- B-6 Prepare Teacher-Made Instructional Materials, 1986
- C-1 Direct Field Trips, 1990
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums, 1982
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques, 1984
- C-4 Direct Students in Instructing Other Students, 1988
- C-5 Employ Simulation Techniques, 1982
- C-6 Guide Student Study, 1983
- C-7 Direct Student Laboratory Experience, 1984
- C-8 Direct Students in Applying Problem-Solving Techniques, 1983
- C-9 Employ the Project Method, 1986
- C-10 Introduce a Lesson, 1983
- C-11 Summarize a Lesson, 1983
- C-12 Employ Oral Questioning Techniques, 1984
- C-13 Employ Reinforcement Techniques, 1986
- C-14 Provide Instruction for Slower and More Capable Learners, 1986
- C-15 Present an Illustrated Talk, 1986
- C-16 Demonstrate Manipulative Skill, 1983
- C-17 Demonstrate a Concept or Principle, 1985
- C-18 Individualize Instruction, 1986
- C-19 Employ the Team Teaching Approach, 1988
- C-20 Use Subject Matter Experts to Present Information, 1977
- C-21 Prepare Bulletin Boards and Exhibits, 1987
- C-22 Present Information with Models, Real Objects, and Flannel Boards, 1987
- C-23 Present Information with Overhead and Opaque Materials, 1982
- C-24 Present Information with Filmstrips and Slides, 1984

- C-25 Present Information with Films, 1986
- C-27 Present Information with Televised and Video-based Materials, 1990
- C-29 Present Information with a Chalkboard and Flip Chart, 1982
- D-1 Establish Student Performance Criteria, 1985
- D-2 Assess Student Performance: Knowledge, 1984
- D-3 Assess Student Performance: Attitudes, 1984
- D-4 Assess Student Performance Skill, 1983
- D-5 Determine Student Grades, 1984
- D-6 Evaluate Your Instructional Effectiveness, 1984
- E-1 Project Instructional Resource Needs, 1986
- E-2 Manage Your Budgeting and Reporting Responsibilities, 1988
- E-3 Arrange for Improvement of Your Vocational Facilities, 1977
- E-4 Maintain a Filing System, 1987
- E-5 Provide for Student Safety, 1983
- E-6 Provide for First Aid Needs of Students, 1986
- E-7 Assist Students in Developing Self-Discipline, 1983
- E-8 Organize the Vocational Laboratory, 1982
- E-10 Combat Problems of Student Chemical Use, 1984
- F-1 Gather Student Data Using Formal Data-Collection Techniques, 1977
- F-2 Gather Student Data Through Personal Contacts, 1977
- F-4 Provide Information on Educational and Career Opportunities, 1977
- G-2 Give Presentations to Promote Your Vocational Program, 1978
- G-3 Develop Brochures to Promote Your Vocational Program, 1978
- G-4 Prepare Displays to Promote Your Vocational Program, 1978
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program, 1978

- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program, 1978
- G-7 Conduct an Open House, 1978
- G-8 Work with Members of the Community, 1978
- G-9 Work with State and Local Educators, 1978
- G-10 Obtain Feedback About Your Vocational Program, 1978
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations, 1984
- H-2 Establish a Vocational Student Organization, 1987
- H-3 Prepare Vocational Student Organization Members for Leadership Roles, 1992
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities, 1992
- H-5 Supervise Activities of the Vocational Student Organization, 1992
- H-6 Guide Participation in Vocational Student Organization Contests, 1992
- I-1 Keep Up-to-Date Professionally, 1986
- I-2 Serve Your Teaching Profession, 1978
- I-3 Develop an Active Personal Philosophy of Education, 1987
- I-4 Serve the School and Community, 1978
- I-5 Obtain a Suitable Teaching Position, 1978
- I-6 Provide laboratory Experiences for Prospective Teachers, 1978
- I-7 Plan the Student Teaching Experience, 1978
- I-8 Supervise Student Teachers, 1978
- J-1 Establish Guidelines for Your Cooperative Vocational Program, 1986
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students, 1988
- J-3 Enroll Students in Your Co-op Program, 1989

- J-4 Secure Training Stations for Your Co-op Program, 1987
- J-5 Place Co-op Students on the Job, 1987
- J-6 Develop the Training ability of On-the-Job Instructors, 1988
- J-7 Coordinate On-the-Job Instruction, 1986
- J-8 Evaluate Co-op Students' On-the-Job Performance, 1988
- J-9 Prepare for Students' Related Instruction, 1989
- J-10 Supervise an Employer-Employee Appreciation Event, 1989
- K-1 Prepare Yourself for CBE, 1986
- K-2 Organize the Content for a CBE Program, 1986
- K-3 Organize Your Class and Lab to Install CBE, 1986
- K-4 Provide Instructional Materials for CBE, 1986
- K-5 Manage the Daily Routines of Your CBE Program, 1986
- K-6 Guide Your Students Through the CBE Program, 1986
- L-1 Prepare Yourself to Serve Exceptional Students, 1982
- L-2 Identify and Diagnose Exceptional Students, 1982
- L-3 Plan Instruction for Exceptional Students, 1983
- L-4 Provide Appropriate Instructional Materials for Exceptional Students, 1983
- L-5 Modify the Learning Environment for Exceptional Students, 1984
- L-6 Promote Peer Acceptance of Exceptional Students, 1984
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students, 1982
- L-8 Improve Your Communication Skills, 1983
- L-9 Assess the Progress of Exceptional Students, 1984
- L-10 Counsel Exceptional Students with Personal-Social Problems, 1984
- L-11 Assist Exceptional Students in Developing Career Planning Skills, 1983
- L-12 Prepare Exceptional Students for Employability, 1983

- L-13 Promote Your Vocational Program with Exceptional Students, 1983
- M-1 Assist Students in Achieving Basic Reading Skills, 1985
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills, 1988
- M-4 Assist Students in Improving Their Oral Communication Skills, 1988
- M-5 Assist Students in Improving Their Math Skills, 1988
- M-6 Assist Students in Improving Their Survival Skills, 1985
- N-1 Prepare to Work with Adult Learners, 1987
- N-2 Market an Adult Education Program, 1987
- N-3 Determine Individual Training Needs, 1987
- N-4 Plan Instruction for Adults, 1987
- N-5 Manage the Adult Instructional Process, 1986
- N-6 Evaluate the Performance of Adults, 1987
- Performance-Based Teacher Education: The State of the Art (General Education and Vocational Education), 1978
- Supplementary Resources Suggested for the PBTE/CBSD Modules (1990 Edition), 1990
- Student Guide to Using Performance-Based Teacher Education Materials, 1987
- Implementation Guide for Performance-Based Teacher Education & Competency-Based Staff Development Programs, 1988
- Resource Person's Guide to Using Performance-Based Teacher Education Materials, 1989

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Category:

Teaching

Title:

Questioning and Teaching: A Manual of Practice

Author(s):

Dillon, J. T.

Copyright Date:

1988

Publisher:

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

ISBN:

0-8077-2924-8

Description:

Paperback book
195 pages

Major Topics:

- The Practice of Questioning
- Student Questions
- Teacher Questions
- Questioning and Recitation
- Questioning and Discussion
- Appendix - Classroom Transcripts
- List of Figures:
  - The Process of Questioning
  - Pedagogy of Student Questions
  - Questioning to Purpose
  - Pedagogy of Teacher Questions
  - Pedagogy of Discussion Questions
  - Alternatives to Questioning

==

Category:

Teaching

Title:

Resources for Teaching Thinking: A Catalog

Author(s):

Kruse, Janice

Copyright Date:

1989

Publisher:

RBS Research for Better Schools
444 North 3rd Street
Philadelphia, PA 19123

ISBN:

Description:

Major Topics:

- Contains 520 resources on teaching thinking skills for grades K-12 and teacher preparation

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Category:

Teaching

Title:

Teacher Burnout

Author(s):

Alschuler, Alfred S. (Editor)
Carl, J., Leslie, R.
Schweiger, I.
Uustal, D.

Copyright Date:

1984, Fourth Printing

Publisher:

National Education Association of the U.S.
1201 16th Street, N. W.
Washington, DC 20036-3290

ISBN:

0-8106-1680-7

Description:

Paperback book

96 pages

Writings provided by a variety of authors

Major Topics: Causes, Consequences, and Cures: A Summary

- What It Is
  - Burnout
  - An Instructor's Guide to Murphy's Law
  - How to Tell a Type A from a Type B
  - The Battered Teacher
- What to do About It
  - How Some Teachers Avoid Burnout
  - The Nibble Method of Overcoming Stress
  - Twenty Ways I Save Time
  - How to Bring Forth the Relaxation Response
  - How to Draw Vitality from Stress
  - Six Steps to a Positive Addiction
  - Positive Denial: The Cause for not Facing Reality
  - Conquering Common Stressors
- Workshop Guide
  - Workshop Guide for Reducing and Preventing Teacher Burnout
  - Annotated Bibliography of useful Books About Stress

==

Category:

Teaching

Title:

Teaching for the Two-Sided Mind

Author(s):

Williams, Linda Verlee

Copyright Date:

1983

Publisher:

Simon & Schuster, Inc.
160 Guld Street
Needham Heights, MA 02194-2310

ISBN:

0-671-62239-0

Description:

Paperback book
213 pages

Major Topics:

- Learning with the Whole Brain
- Scientific Theory and Educational Practice
- How do You Think?
- Metaphor
- Visual Thinking
- Fantasy
- Multisensory Learning
- Direct Experience
- How to Start
- Conclusion/Bibliography/Index

Category:

Teaching

Title:

The Art of Teaching

Author(s):

Highet, Gilbert

Copyright Date:

1989

Publisher:

Vintage Books

ISBN:

0-679-72314-5

Description:

Paperback book

268 pages

Major Topics:

- Introduction
- The Teacher
- The Teacher's Methods
- Great Teachers and Their Pupils
- Teaching in Everyday Life
- Some Topics of Interest:
  - Teaching Constantly Changes
  - Qualities and Abilities of a Good Teacher
  - Communication
  - Fixing the Impression
  - Good Teachers and Bad Pupils
  - Principles of Everyday Teaching

Category:

Teaching

Title:

Thinking Skills in Language Arts and Social Sciences

Author(s):

Burr, Judith E.

Gourley, Theodore J.

McDonnel, Rebecca C.

Copyright Date:

1991

Publisher:

Research for Better Schools
444 N. Third Street
Philadelphia, PA 19123-4107

ISBN:

Description:

Paperback book
117 pages

Major Topics:

- Introduction - Definition, and how it works
- Student Training - Steps to Problem Solving
- Language Arts Problems - 7 topics
- Social Science Problems - 7 topics

==

Category:

Teaching

Title:

Thinking Skills Throughout the Curriculum

Author(s):

Presseisen, Barbara Z.

Copyright Date:

1987

Publisher:

Phi Lambda Theta, Inc.
Bloomington, IN 47401

ISBN:

0-9618056-0-9

Description:

Paperback book
109 pages

Major Topics:

- Theoretical Bases of Thinking Skills Program
- Human Potential, Instructional Program, and Basic Assumptions
- Program Design
- Definition of Essential Thinking Skills
- Definition of Complex Thinking Skills
- Consciousness of Thinking
- Role of Organized Knowledge
- Questions about the Three-Level Model
- Classroom Instruction
- Assessment
- Selection of Appropriate Materials
- Ongoing Staff Development
- Relating Thinking Skills Beyond School's Program
- Topic Areas for Thinking Skills Instruction
- Putting the Design to Work

==

Category:

Technology Education

Title:

Technology Education Resource Guide

Author(s):

Virginia Vocational Curriculum and Resource Center
In cooperation with Technology Education Service Area

Copyright Date:

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teachers resource guide

Major Topics:

- Information or Guides for:
    - Technology Education in Virginia's Middle Schools
    - Technology Education Directory
    - Technological Systems
    - The Middle School Programs and Courses
    - Task Inventory
- Additional Resources
    - Curriculum Framework
    - Lab 2000
    - Principles of Technology
- Construction Technology: Today and Tomorrow Teacher's Resource Guide

==

Category:

Technology Education

Title:

Technology Student Association Resource Guide

Author(s):

Copyright Date:

1984

Publisher:

Technology Student Association Specialist
Virginia Department of Education
P.O. Box 6Q
Richmond, VA 23216-2060

ISBN:

Description:

Teachers resource guide
Three-ring binder

Major Topics:

- TSA Informational Brochure
- 1991-1992 Calendar of Activities for Virginia TSA
- Official TSA Chapter Handbook
- TSA's Teacher's Guide
- TSA's Student Guide
- TSA Logo for reprinting

==

Category:

Trade and Industrial Education

Title:

Trade and Industrial Education Service Area Resource

Author(s):

Virginia Vocational Curriculum and Resource Center
In cooperation with Trade and Industrial Education Service Area

Copyright Date:

1984

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teachers resource guide

Major Topics:

- Occupational Information
- Student Organizations
- Classroom Management Systems
- Recording Systems

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Category:

Trades and Industrial Education

Title:

Trades and Industrial Education Beginning Teachers: Making the Transition

Author(s):

Virginia Vocational Curriculum and Resource Center
In cooperation with the Trades and Industrial Education Service

Copyright Date:

1990

Publisher:

Va Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teachers Handbook

Major Topics:

- The First Week of School
- Learning and Teaching
- Managing the Classroom and Laboratory
- Organizing Course Content
- Teaching Methods and Instructional Aids
- Implementing Competency Based Education
- Evaluating Student Achievement
- The State View
- Teacher Certification
- Appendices:
    - Resource Material
    - Sample Safety Forms

- · VICA
- · Discipline
- · Sample Monthly Plan
- · Directory of State Department of
- · Education Personnel

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Category:

Trades and Industrial Education

Title:

VICA Competitive Events Manual

Author(s):

Virginia Vocational Curriculum and Resource Center
In cooperation with the Trades and Industrial Education Service

Copyright Date:

1990

Publisher:

Va Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teacher resource guide

Major Topics:

- ■ General Regulations
- ■ State Level Contests:
    - · Leadership Development Contests
    - · Occupational Skills Contests
- ■ Contests that lead to National Competitions:
    - · Leadership Development Contests
    - · Occupational Skills Contests

Category:

Vocational Education

Title:

A Guide to Vocational Program Planning

Author(s):

Division of Vocational Program Services

Copyright Date:

1990

Publisher:

Virginia Vocational Curriculum and Resource
Center Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teacher resource guide

Major Topics:

- Guides to Program Planning For:
  - Agricultural Education
  - Business Education
  - Health Occupations Education
  - Home Economics Education
  - Marketing Education
  - Special Programs
  - Technology Education
  - Trade and Industrial Education

Category:

Vocational Education

Title:

Catalog of Instructional Materials

Author(s):

Virginia Vocational Curriculum and Resource Center

Copyright Date:

1990-1991

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teachers resource guide

Contains resource guide materials

Major Topics:

- Order Forms
- Virginia CBE Materials
- V-TECS Catalogs
- Other Curriculum Materials
- Lending Libraries:
    - Agricultural Education
    - Business Education
    - Health Occupations Education
    - Marketing Education
    - Technology Education
    - Home Economics Education
    - Trade and Industrial Education
    - Special Programs
    - Basic Skills
    - Research and Development

    · Career Education/Exploration
    · Audiovisuals

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Category:
  Vocational Education

Title:
  Completion Requirements for Vocational Programs

Author(s):
  Virginia Vocational Curriculum and Resource Center

Copyright Date:
  1990

Publisher:
  Virginia Vocational Curriculum and Resource Center
  Department of Vocational and Community Education
  2200 Mountain Road
  Glen Allen, VA 23060-2208
  (804) 262-7439

ISBN:

Description:
  Informational Guide

Major Topics:
- ■ Completions Requirements for:
    - · Agricultural Education
    - · Business Education
    - · Health Occupations Education
    - · Home Economics Education
    - · Marketing Education
    - · Special Programs
    - · Technology Education
    - · Trade and Industrial Education

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Category:

Vocational Education

Title:

Standards of Learning: Objectives for Virginia Vocational Programs

Author(s):

Virginia Vocational Curriculum and Resource Center

Copyright Date:

1989

Publisher:

Virginia Vocational Curriculum and Resource Center
Department of Vocational and Community Education
2200 Mountain Road
Glen Allen, VA 23060-2208
(804) 262-7439

ISBN:

Description:

Teachers resource guide
Three-ring binder

Major Topics:

- ■ Program Standards for the following Areas:
    - · Agricultural Education
    - · Business Education
    - · Health Occupations Education
    - · Home Economics Education
    - · Marketing Education
    - · Special Programs for the Disadvantaged and Handicapped
    - · Technology Education
    - · Trade and Industrial Education

Category:

Vocational Education

Title:

The Vocational Instructor's Survival Guide

Author(s):

Goetsch, David L.

Developed by State of Florida Department of Education

Copyright Date:

1983

Publisher:

Distributed by:

American Vocational Association
1410 King Street
Alexandria, VA 22314

ISBN:

Description:

Spiral bound workbook

Contains worksheets to be completed

Major Topics:

- Recruiting in Vocational Education
    - Establishing Recruiting Contacts
    - Developing Recruiting Software
    - Implementing Recruiting Activities
- Placement in Vocational Education
    - Teaching Students How to Find a Job
    - Teaching Students How to Get a Job
    - Teaching Students How to Keep a Job
- Follow-up in Vocational Education
    - Student Follow-up
    - Employer Follow-up
- Miscellaneous Responsibilities in Vocational Education
    - Improving Instruction
    - Effective use of Advisory Committees

- Sample letters, forms, and checklists
- Vocational Educator's Self-Help Checklist

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Category:
Vocational Education

Title:
Vocational Student Organizations: A Reference Guide

Author(s):
The National Association of State Directors of Vocational Technical Education Consortium

Copyright Date:

Publisher:
National Association of State Directors of
Vocational Technical Education Consortium
1420 16th Street, N.W.
Washington, DC 20036

ISBN:

Description:
Paperback book
24 pages plus appendix

Major Topics:

- The Mission of VSOs
- Relationship of VSOs with
U.S.D.E., National, State, Local, and Teacher Education Organizations
- Leadership Development
- Instructional Programs
- Conferences